

St Joseph's Institution International School

International Schools Quality Mark (ISQM) Accreditation Report

Lead Inspector: Hesham Abdeen

Inspection team: David Bowles

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Introduction

Education Development Trust accreditation

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

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

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

- Accreditation criteria are rooted in high standards. They relate to international standards and benchmarks and to other inspection regimes, for example, The Office for Standards in Education (Ofsted) in England and, in the case of Thailand, the Office for National Education Standards and Quality Assessment (ONESQA).
- It is a cost-effective means of providing quality assurance.
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance.

Grades awarded

Judgements are made on a four-point scale as:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Unsatisfactory

Accreditation status

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

- Standards and achievement
- Teaching and learning
- Leadership and management.

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

- Standards and achievement
- Teaching and learning
- Leadership and management.

Bronze accredited status is awarded when the school is given at least Grade 3 or higher, meaning **Satisfactory judgements or higher in all** of the following sections:
Standards and achievement
Teaching and learning
Leadership and management.

Evidence base

This ISQM verification inspection was carried out by a team of two Education Development Trust inspectors who spent four days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 55 part-lessons, including 42 that were jointly observed by an inspector and a senior member of staff. There were 20 meetings which took place with leaders, teachers, pupils, parents and members of the school's owners and governing board. Inspectors scrutinised students' work in books. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. They also considered the views of parents, pupils and staff. They observed the school at work and followed up on any issues raised.

School context

St Joseph's Institution International School (SJIS) is a co-educational, privately owned international school located in Kuala Lumpur, Malaysia. The school opened in 2016 and forms part of the long-established Lasallian network of schools across East Asia. Governance is provided through a board of governors representing both the Ever Radiant Sdn Bhd and the Lasallian East Asia District (LEAD). While the school operates independently, it benefits from the ethos and educational tradition of the global Lasallian community and is affiliated with recognised international school organisations, including the Association of International Malaysian Schools (AIMS) and the Federation of British International Schools in Asia (FOBISIA). The school maintains a non-selective philosophy and welcomes pupils from a wide range of academic backgrounds. Pupils require a functional level of English in order to gain access to the curriculum.

SJIS provides education from early years through elementary and high school, culminating in sixth-form provision. Since opening with approximately 430 pupils, the school has experienced steady and sustained growth and now enrolls 1,050 pupils across all phases. The early years currently serves 49 children and the elementary school has 469 pupils. The high school has 532 pupils, alongside a developing sixth-form cohort preparing for further and higher education pathways. The school is internationally diverse, representing 30 different nationalities with

Malaysian pupils forming the largest proportion. As is typical in many international schools in the region, 39% of students speak English as an additional language (EAL).

The school follows the national curriculum for England (NCfE) designed to provide strong academic progression across all phases. In the early years, children follow the early years foundation stage (EYFS) framework, which emphasises communication, language development, and early literacy and numeracy. In elementary, pupils also follow aspects of the International Primary Curriculum (IPC), which supports cross-curricular learning and the development of enquiry, research and communication skills. In the high school, pupils study a broad academic curriculum leading to the Cambridge International General Certificate of Secondary Education (IGCSE) examinations at the end of Year 11. In the sixth form, students follow AS and A-level qualifications through Cambridge International Education and the Assessment and Qualifications Alliance (AQA). Academic provision is complemented by a strong emphasis on character education and service learning rooted in the Lasallian mission. These values are encapsulated in the school's mission statement: "Enter to Learn, Leave to Serve," which underpins the school's approach to academic development, personal growth, and social responsibility. The school changed to its current ownership in 2023. In the same year, the school also changed from offering the International Baccalaureate Diploma Programme to offering A-level provision in the sixth form.

Report summary

Accreditation status

St Joseph's Institution International School is recognised as having met the required standards for accreditation.

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

This accreditation is valid from **March 2026 to March 2031**.

Overview of main strengths and areas for development

Report Headlines

Highlights

- Pupils' attainment and progress in the core subjects of English, mathematics, and science are outstanding across all phases.
- Pupils achieve strong outcomes across a wide range of other subjects.
- Teaching, learning and assessment are consistently outstanding.
- A shared understanding of high-quality learning is embedded across the school.
- The curriculum is broad, ambitious and aligned with international frameworks.
- Lasallian tradition strongly shapes the academic and pastoral life of the school.
- Pupils' personal development and safeguarding education are very strong features of the curriculum.
- Partnerships with parents are highly effective and characterised by high levels of trust and engagement.
- The school has managed growth in pupils and the curriculum successfully while maintaining high standards across phases.
- Leaders demonstrate strong capacity to sustain improvement as a result of clear strategic direction and accurate self-evaluation.
- Pupils benefit from highly attractive, well-resourced learning spaces that are maintained to a high standard and fully aligned with curriculum requirements.

Recommended area for development.

In a minority of lessons, teachers' use of assessment data in lesson planning does not consistently result in differentiated activities to match the needs of higher-attaining pupils or pupils with EAL, meaning that these pupils are not always sufficiently challenged. Leaders should

ensure that teachers use assessment information consistently across departments to plan learning that challenges all pupils appropriately. As a result, all pupils will be challenged at the right level, leading to accelerated levels of progress from their individual starting points.

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

Summary findings

- Attainment and progress in English are outstanding across all phases, with high external examination outcomes.
- Attainment and progress are very high in mathematics, with outcomes above international expectations by the end of Year 6 and high IGCSE results.
- Standards in science across all key stages, and IGCSE outcomes, are well above international averages.
- Development of digital and computational skills in computing are excellent, leading to high levels of attainment by the end of Year 11.
- High outcomes are achieved by pupils across a broad range of other subjects.

Attainment and progress in **English** are outstanding across all phases of the school.

Inspection evidence, internal assessment data and external examination outcomes demonstrate the strong development of pupils' reading, writing and analytical skills from their different starting points.

In the early years, approximately half of the children enter the school with EAL needs and with literacy skills below age-related expectations. Children make rapid rates of progress in communication, language and early literacy. The systematic implementation of the phonics programme ensures that children develop secure phonological awareness and early reading skills. Regular phonics assessments allow teachers to identify gaps quickly and provide targeted intervention. Inspection evidence confirmed that children recognise graphemes accurately, blend sounds confidently when reading unfamiliar words and apply early sentence conventions in their writing. Most children achieve expected levels in literacy by the end of the Reception Year.

In the elementary phase, pupils develop fluent reading skills and show increasing levels of confidence in their written work. In a Year 3 English lesson, pupils analysed descriptive language in a narrative text and successfully used expanded noun phrases and varied vocabulary to

improve their own writing. They demonstrate secure comprehension skills and are able to interpret texts with growing maturity. Around 47% of pupils achieve age-related expectations or above in reading at the end of key stage 1, with approximately 19% attaining greater depth, which is slightly below the England average, reflecting the high proportion of pupils with EAL needs on entry. Pupils' writing across year groups shows improving control of grammar, vocabulary and structure. Pupils with EAL make particularly strong rates of progress as their language proficiency develops through sustained exposure to high-quality teaching and reading opportunities. Targeted questioning supports increased understanding and progress for pupils with additional needs. By the end of key stage 2, pupils' attainment remains strong, with approximately 77% of pupils achieving age-related expectations or above in reading and around 43% attaining greater depth, both of which are above the England average.

In the high school, pupils demonstrate secure analytical and evaluative skills. In lessons observed, pupils analysed literary themes and characters thoughtfully, supporting their interpretations with relevant textual evidence. Internal assessment data, including comparisons with Cognitive Ability Test (CAT4) baseline indicators shows that most pupils meet or exceed expected rates of progress as they move through key stage 3, with outcomes broadly in line with or above international expectations.

Outcomes in external examinations are consistently high. At IGCSE, 94% of pupils achieve high pass rates in English language and English literature, with many attaining the highest grades of A* to B. At present, a very small number of students study English literature in the sixth form. These students make strong rates of progress and attain at a high level. In the most recent A-level examinations, the majority achieved grades A* to B. In the sixth form, students studying A-level English literature produce well-structured and critically informed essays that demonstrate secure subject knowledge and thoughtful engagement with literary texts. Examination outcomes are high, with a majority of students attaining high grades, comparing favourably with international averages.

Overall, pupils make strong rates of progress in English across the school from a wide range of starting points.

Attainment and progress in **mathematics** are outstanding across the school.

Children enter the early years with levels of mathematical knowledge, understanding and skills that are broadly in line with international expectations. They make very good progress so that by the end of the Reception Year 85% of the children have reached the early learning goal in mathematics. Children can automatically recall number bonds up to five, verbally count beyond 10 and compare length, weight and capacity.

As a result of new entrants to the elementary school, the Year 1 cohort is very different from those finishing the Reception Year. Many pupils speak EAL and attainment on entry is well below that of similar pupils internationally. Pupils make very good progress through both key stages 1 and 2, including pupils with EAL and those with additional needs. In a Year 2 lesson, pupils

developed a very good understanding of mass and weight and successfully identified these concepts in a variety of real-world situations.

By the end of Year 6, pupils exceed the standards achieved in England with 93% of pupils meeting expectations and 50% of pupils exceeding expectations. There is no significant difference in the levels of attainment between different groups of pupils including those with EAL or additional needs. In a Year 6 lesson, pupils successfully used mathematical methods, including algebraic formula, to find the value of different angles. Pupils can calculate independently the area of a triangle and parallelogram, divide whole numbers by fractions and use area and volume formulas.

In the high school, pupils continue to develop their mathematical skills and knowledge very well. Pupils learn to use algebra to work out problems, analyse two- and three-dimensional shapes and use scale diagrams and maps accurately. In a Year 9 mathematics lesson, pupils applied algebraic expressions to solve multi-step problems, explaining their reasoning clearly and checking the accuracy of their solutions. Progress for pupils of all abilities is sustained through key stages 3 and 4 so that by the end of Year 11 pupils' attainment exceeds international averages. The most recent set of examination results show that almost all pupils achieved the highest IGCSE grades of A* to B. All pupils with additional needs exceeded their targets and the vast majority of pupils with EAL met their targets.

In the sixth form, students demonstrate the ability to apply a broad range of mathematical skills and concepts when solving complex problems. A small number of students study mathematics and further mathematics at this level. They make strong rates of progress and attain highly. In the most recent A-level examinations, the majority of students achieved grades of A* to C, with many attaining grades of A* to B. Around two-thirds of Year 13 students achieved at or above their predicted grades. In further mathematics, approximately 62% achieved grades of A* to C, with around half attaining grades A* to B.

Attainment and progress in **science** are outstanding.

Children enter the early years with levels of knowledge and understanding that are below those typically expected for their age. As a result of highly effective teaching, children make rapid rates of progress so that by the end of the Reception Year all reach the expected standards in this area of learning. Children explore the natural world through purposeful activities that encourage observation and curiosity. For example, they observe plants and changing weather conditions in the outdoor learning area, describing what they notice and recording their observations through drawings and simple explanations. These activities support the development of early scientific thinking and language. They understand and can recognise the different seasons and the weathers that are typically associated with them.

In the elementary school pupils, including those with additional needs, continue to make rapid rates of progress and attain highly. By the end of key stage 1, 90% of pupils make expected rates of progress from their individual starting points. In a Year 2 lesson, pupils developed a very good understanding of what it means to carry out a fair test when exploring how plants grow using water as a controlled variable.

By the end of Year 6, 79% of pupils have attained in line with international averages with 49% of pupils attaining above international averages and 93% of pupils making expected rates of progress. Pupils can carry out experiments based on the rules of scientific enquiry. They can classify materials by different properties and understand the interaction of the sun, earth and moon. They understand force and gravity and know about evolution and adaptation.

In the high school, pupils' progress is rapid because they deepen their knowledge of scientific ideas as well as becoming increasingly confident in using scientific methods. In a Year 8 lesson, pupils of all abilities successfully explored energy changes caused by variations in temperature, classifying such changes scientifically. By the end of Year 11, pupils' attainment in the three separate sciences is well above international averages. Over 90% of pupils achieved IGCSE grades of A* to B in biology, chemistry or physics.

In the sixth form, students are highly competent in applying scientific principles and methods to solve problems and develop a deep understanding of key scientific concepts. A small number of students study science subjects at this level. They make strong rates of progress and attain highly. In the most recent A-level examinations, over 80% of students exceeded their predicted targets. Outcomes are high, with the majority achieving grades of A* to C and several attaining the highest grades of A* to B. Many students progress to study science-related subjects at university.

Attainment and progress in **computing and computer science** are outstanding.

Children in early years are introduced to using technology safely. They learn how to log in and log out of devices and type their own names into various programmes and are aware of the need to follow rules to remain safe. They use devices to take pictures and trace and produce images. They use some commercially produced apps and programmes well to write words and sentences.

In the elementary school, pupils benefit from computing lessons delivered weekly by class teachers, with a specialist teacher only in Year 6. Pupils make rapid rates of progress and attain highly, including those with additional learning needs. By the end of Year 6, around 95% of pupils meet age-related expectations, with approximately 59% exceeding them. These outcomes compare very favourably with international expectations for pupils of a similar age. Pupils learn computer programming and develop an understanding of computer networks, including the

internet and the opportunities it provides for communication and collaboration across the world. They confidently select, use and combine a range of software on different digital devices to design and create programmes. Pupils can also collect, analyse and present data and information in a variety of formats.

As pupils progress through the high school, they continue to make excellent rates of progress in developing their knowledge and understanding of computer technology and become increasingly skilful in their use of different devices. In a Year 9 lesson, pupils successfully explored the key features of databases and the advantages of their use compared to spreadsheets. By the end of Year 11, pupils' attainment exceeds international standards, with a very high proportion of pupils achieving IGCSE grades at A* to B.

At present, a small number of students study computer science in the sixth form. These students make excellent rates of progress and attain at a very high level. All students achieved grades at A* to A in the most recent A-level examinations.

Pupils make outstanding progress across a broad range of **other subjects**.

In the elementary phase, pupils achieve standards above age-related expectations in humanities, languages, the arts and physical education (PE). The IPC supports strong cross-curricular learning, enabling pupils to apply literacy, research and presentation skills across subjects. In the high school, IGCSE pass rates in other subjects are consistently high with many pupils achieving the top grades. At A level, pass rates remain positive despite relatively small cohorts. Lesson observations in geography, drama, Mandarin, psychology and music demonstrate pupils' secure subject knowledge, strong vocabulary development and very good rates of progress during lessons.

Standard 2: Students' personal development

Summary findings

- Attendance is high with pupils attending school and lessons on time. Leaders monitor attendance and punctuality closely.
- Pupils consistently display the school's core values in their day-to-day learning.
- Pupils demonstrate respect, empathy and maturity within a calm, purposeful learning environment. They have a clear moral code that guides their actions.
- Behaviour is exemplary both in the elementary and high school.
- Pupils display positive attitudes towards their learning and display the skills needed to be effective learners.

- All pupils display enthusiasm towards all aspects of school life. Their participation rates in events, clubs and societies are very high.
- Pupils of all ages benefit from a wealth of leadership opportunities.
- Pupils' cultural awareness is high with 30 nationalities learning harmoniously together.

Pupils' **personal development** is outstanding.

Pupils' attendance is 96.7% which is higher than the rate in the UK of 93.1%. Attendance in both the elementary school and high school exceeds the averages in primary and secondary schools in England. Pupils attend school and lessons on time. Leaders monitor attendance and punctuality carefully and act swiftly to follow instances of absence or lateness. All unexplained absences are followed up on the morning that they occur.

The school's core values of faith, service and community are displayed consistently by pupils of all ages. Pupils show faith in their teachers and each other. They are committed to supporting their school and local community. The idea of service to others is a key belief of many pupils and drives much of their behaviour both in and out of school. Through the pupils' council in the high school, the 'Change Makers' in the elementary school and the Lasallian Youth Movement, pupils act as tutors to local children and orphans and bring these children into school for lessons. The 'Eco Team' organises re-cycling initiatives where clothes collected are sent to hurricane victims in the Philippines. Pupils take part in a bazaar to raise funds for a hospice in Malaysia.

Pupils are very aware of the impact of their actions on others. They are both empathetic and sympathetic towards others and recognise that people hold a range of beliefs, attitudes and values which they are keen to learn about and understand. They take great pride in creating a warm, tolerant and welcoming environment where all can flourish in their learning.

Pupils learn to develop a strong moral compass and have a strong sense of right and wrong. This directly impacts upon the behaviour of pupils in and out of school. Tutor time, assemblies and discrete personal, social, health and cultural education (PSHCE) encourage pupils to reflect on the impact of different actions as well as helping pupils to stay safe and healthy. In a Year 10 PSHCE lesson, pupils considered the effects of social influencers on the actions and attitudes of young people.

Pupils' behaviour throughout the school is exemplary. Bullying is rare and when it takes place, it is dealt with quickly and effectively. Pupils are immensely proud of the fact that bullying is seen as being an unacceptable practice that has no place in their school.

Pupils are polite and respectful to each other, staff and visitors. They are considerate, friendly and very willing to help each other. In the early years, children are given classroom tasks such as collecting resources and tidying up. Elementary pupils act as 'buddies' to pupils new to the

school and house captains encourage and support others in participating in a range of house events, including sports day.

Pupils also display the behaviours associated with effective learning. They are active listeners, break up their learning into manageable parts and set goals. They collaborate well with each other, share ideas and are resilient. Pupils understand that learning is sometimes difficult but consistently show the necessary determination to succeed.

Pupils are very keen to be involved in all aspects of school life. They participate in a range of academic, sporting and musical events, including the latest high school production of 'Matilda'. Pupils participate as performers, producers, technicians, theatrical prop makers and fashion designers. School teams are oversubscribed. Almost all pupils participate in one after school activity weekly and many are involved in two or three. The Model United Nations (MUN) and the Duke of Edinburgh (DofE) Award are popular in the high school. Pupils enjoy residential trips to different parts of Malaysia and other countries and participate in international sports competitions including the FOBISIA swimming, climbing and netball events.

Pupils act as leaders across the school. Pupils are house and sports captains and performing arts leaders. They are proactive leaders on the school's council and the Lasallian Youth Movement. They set the agenda, organise meetings, make decisions and take minutes. Pupils organise and administer the pupils' well-being surveys and analyse the results which they use to make presentations to teachers and senior leaders.

The school's community is made up of 30 nationalities. Pupils' cultural awareness is well developed as a result. They celebrate a wide range of religious and cultural holidays including Deepavali, Christmas, Hari Raya and the Chinese New Year.

Standard 3: Teaching and learning

Summary findings

- Teaching is consistently outstanding across all phases and is underpinned by teachers' strong subject expertise, clear expectations for high-quality learning and well-structured professional development.
- Relationships between teachers and pupils are highly respectful and purposeful, reflecting the school's Lasallian ethos of community, care and service.
- High-quality teaching and highly effective learning are supported by common lesson structures, well-established observation tools and clear coaching cycles.
- Assessment systems are comprehensive and used effectively to inform teaching and to accelerate pupils' progress. In a small number of lessons, teachers do not use assessment

data consistently enough to tailor learning to meet the needs of higher-attaining and EAL pupils.

- EAL provision is well structured and enables pupils to gain access to the curriculum successfully across all phases.

The quality of **teaching and learning** is outstanding across the school.

Lessons are consistently well structured, purposeful and characterised by high expectations. Pupils are highly engaged in their learning and demonstrate positive attitudes in classrooms that are calm, focused and intellectually stimulating. Teachers display strong subject knowledge and use a range of effective approaches to ensure that pupils make sustained rates of progress. In examination classes, teachers' familiarity with examination board specifications contributes to consistently strong IGCSE and A-level outcomes. Pupils recognise these high expectations, explaining, 'Teachers expect a lot from us, but they always help us improve and explain things clearly'.

A shared definition of high-quality teaching and learning is clearly evident across all phases. Leaders have established consistent expectations for lesson design, including clear learning objectives with success criteria, the use of guiding questions, purposeful classroom discussion and regular assessment for learning checkpoints. These expectations are reinforced through structured monitoring, including learning walks, lesson observations and reviews conducted by middle leaders. Evaluation of teaching is systematic and contributes to professional development priorities, ensuring that effective practice is shared and refined across departments. Pupils also speak positively about the supportive learning environment, noting that, 'The school feels like a community. Everyone knows each other and teachers really care about how we do.'

In the early years, children are actively engaged in purposeful learning experiences that support their rapid development of communication, language and early literacy. The systematic implementation of the phonics programme ensures that children develop secure early reading skills. Adults use modelling, questioning and guided interaction effectively to extend children's vocabulary and oral language. Continuous observation enables teachers to plan appropriate next steps, while teaching assistants provide targeted support that accelerates progress, particularly for children with EAL needs.

In the elementary phase, pupils respond very positively to varied lesson structures that include discussion, collaborative learning, retrieval practice and extended writing. Teachers plan carefully and identify clear learning goals. Pupils are encouraged to explain their thinking and justify their responses, particularly in mathematics, where teachers emphasise reasoning and conceptual understanding. Pupils demonstrate growing independence and confidence in

applying their learning across subjects. Teachers increasingly use assessment information to guide their planning and identify pupils requiring additional support or challenge.

In the high school, lessons are academically rigorous and aligned with international standards. Teachers use modelling, structured questioning and targeted feedback effectively to deepen pupils' understanding and to prepare them for external examinations. Sixth-form students demonstrate high levels of intellectual maturity, engaging confidently in analytical discussion and producing thoughtful written work that reflects secure their subject knowledge. In most lessons, teachers adapt tasks and questioning appropriately to challenge students and deepen their learning.

Assessment systems are comprehensive and used effectively to support learning. Leaders analyse CAT4 baseline data, GL Progress Tests, internal assessments and examination outcomes to monitor pupils' attainment and identify trends. Teachers use formative assessment techniques such as questioning, mini-whiteboards and live feedback to check pupils understanding and to adjust their teaching accordingly. These approaches support timely intervention and enable most pupils to make strong rates of progress from their starting points. However, in a small number of lessons, particularly in key stage 3, teachers do not yet use assessment data consistently enough to tailor learning with sufficient precision to respond to the needs of higher-attaining pupils or pupils with EAL needs. As leaders continue to strengthen the use of assessment data in planning across departments, teaching will increasingly ensure that tasks and questioning are matched closely to pupils' individual starting points. As a result, all pupils will experience appropriate levels of challenge and make even stronger rates of progress.

Support staff contribute significantly to pupils' learning. Teaching assistants provide highly effective support in phonics and guided reading in the early years and lower elementary phases. Specialist EAL teachers and language coaches offer targeted support that helps pupils to develop their English language proficiency while gaining access to the full curriculum. Provision for pupils with additional learning needs is well organised and ensures that these pupils make good and often rapid rates of progress.

Technology is used confidently across the school to support learning. Teachers and pupils use digital platforms to organise learning, gain access to resources, submit work and receive feedback. In observed lessons, pupils used devices effectively to research information, collaborate on tasks and refine their written work. Digital tools also support the sharing of resources and enable teachers to monitor progress in order to provide timely feedback. As a result, technology contributes positively to pupils' engagement, independence and the efficient organisation of learning across the school.

Professional development is highly effective. A structured cycle of coaching, peer observation and professional dialogue supports continuous improvement in teaching practice. Leaders use evidence from lesson observations and learning walks to identify development priorities and to design highly effective targeted training. New staff benefit from a comprehensive induction programme, while early career teachers receive regular and supportive coaching and mentoring.

Strong leadership of teaching, a shared understanding of effective practice and a culture of reflective professional development ensure that high-quality learning experiences are consistently delivered across the school while continuing to refine the precision with which assessment data informs lesson planning. As a result, pupils experience high-quality learning across the school and achieve excellent outcomes.

Standard 4: The curriculum

Summary findings

- The curriculum is exceptionally broad, balanced and aligned to recognised international frameworks.
- Clear and coherent academic pathways from early years through to A level secure strong rates of pupils' progress.
- Lasallian values are deeply embedded across academic, pastoral and enrichment provision.
- PSHCE, including safeguarding education, is effectively integrated across all phases.
- Inclusive structures for EAL and pupils with additional needs ensure equitable access to the curriculum and high levels of achievement.

The quality of the **curriculum** is outstanding.

The curriculum is ambitious, carefully sequenced and aligned to recognised international frameworks, ensuring that pupils develop secure knowledge, skills and understanding as they progress through the school. Leaders articulate a clear curriculum vision that combines academic excellence with the Lasallian commitment to service, respect and community. As a result, pupils' academic learning and character formation are intentionally interconnected rather than operating as separate strands of provision. Subject leaders described this deliberate approach to curriculum design as, 'Our focus is on ensuring that the curriculum builds knowledge progressively from early years through to A level.'

In the early years, children follow the EYFS framework within a language-rich and nurturing environment that prioritises communication, early literacy and personal development. Structured phonics provision supports systematic progression in early reading. Continuous

provision is balanced effectively with focused teaching sessions that promote early writing, number development and exploratory learning. Personal development is an integral feature of the curriculum. Children are introduced to key concepts such as recognising trusted adults, understanding personal safety and developing respectful relationships. Through structured activities and guided discussion, children learn important social behaviours, including cooperation, politeness and appropriate communication, alongside early safeguarding awareness. These foundations support children's confidence and readiness as they move into the elementary phase.

In the elementary phase, pupils benefit from a broad and balanced curriculum encompassing English, mathematics, science, humanities through the IPC, languages, the arts and PE. The curriculum promotes enquiry, research and collaborative learning while strengthening pupils' literacy and communication skills across subjects. Leaders have demonstrated responsiveness in curriculum development, including strengthening science provision and ensuring coherence between subject progression and the expectations of international curriculums. Service learning is integrated into the curriculum through projects that encourage pupils to reflect on their own community responsibility and global awareness, reinforcing the school's Lasallian ethos.

PSHCE is an important component of the curriculum across elementary and the high school. Safeguarding education is integral to lessons and pastoral programmes, ensuring that pupils develop a clear understanding of personal safety, relationships and well-being. Teaching encourages discussion and reflection, allowing pupils to explore ideas, challenge misconceptions and develop confidence in expressing their views.

Lessons observed during the inspection demonstrated that pupils understand the concept of trusted adults and recognise how to seek help when needed. The curriculum also promotes social awareness, respectful communication and responsible behaviour, supporting pupils' well-being and contributing positively to the school's strong pastoral culture.

In the high school, curriculum provision is aligned to Cambridge IGCSE and AQA A-level specifications. The key stage 3 curriculum provides a broad foundation across subjects, ensuring that pupils develop secure subject knowledge and transferable skills before specialising in examination courses. Students are supported through structured guidance when making subject choices and preparing for university. Academic leaders emphasise the collaborative nature of curriculum development across phases, noting that 'We work collaboratively across phases to ensure continuity and progression in pupils' learning.'

Provision for pupils with EAL and those with additional needs is carefully integrated into curriculum planning. Specialist support, structured intervention and the use of differentiated

approaches in the classroom enable these pupils to gain access to the mainstream curriculum effectively and make strong rates of progress from their starting points.

Overall, the curriculum is coherent, inclusive and underpinned by the Lasallian approach. It ensures strong academic progression while supporting pupils' personal development, well-being and preparation for the next stage of their education.

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

Summary findings

- Staff are well qualified and experienced, enabling them to meet the needs of all pupils very well.
- The learning environment is safe and secure, monitored both by staff and closed-circuit television (CCTV).
- The grounds and buildings are well maintained, resulting in a clean and attractive campus.
- A range of specialist resources enables the delivery of a broad and balanced curriculum, allowing pupils to pursue sporting, musical and other practical activities.

The quality and quantity of the college's **accommodation and resources** are outstanding.

Teaching staff are fully qualified to meet the needs of all pupils, with many trained in the UK, Australia or the USA. They are highly experienced in a variety of roles, with many holding specialist qualifications or higher degrees in early years education, special education, counselling and educational management. Teaching assistants are well qualified and provide effective support in lessons, contributing positively to pupils' learning and well-being. The operations team is fully qualified to manage and administer the work of the campus efficiently.

School leaders ensure that the campus provides a safe and secure learning environment. The site is monitored by a team of security guards and entry to and exit from the campus is carefully controlled. All adults on site wear identification lanyards and traffic flow is managed effectively during arrival and departure times. Senior leaders and staff supervise these periods closely, ensuring pupils' safety and smooth daily routines.

The campus is attractive and maintained to a very high standard. It has successfully accommodated the recent rapid growth in pupil numbers. Buildings are spread across the campus alongside sports fields, play spaces and specialist outdoor learning areas. In the early years, well-designed outdoor play areas support the development of children's gross motor skills through climbing, balancing and active exploration.

Specialist indoor facilities include a dedicated early years' learning area, well-equipped science laboratories, two computer rooms, a dance studio, an air-conditioned canteen, music studios, two libraries, a multi-purpose hall, an auditorium and a sixth-form study room. These facilities support practical scientific enquiry, digital learning and creative expression. In particular, the computing and science resources enable pupils to develop programming skills, investigate scientific concepts and apply their learning through experimentation and project work.

Classrooms are attractive, well maintained and conducive to learning. All are equipped with interactive digital technology that supports teaching and enables pupils to gain access to resources, collaborate and present their work. Furniture is in good condition and classrooms are sufficiently spacious to accommodate pupils comfortably, supporting productive and well-organised learning.

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

Summary findings

- Pupils experience exceptional care and support.
- There are strong procedures in place to keep pupils safe. These are comprehensive and rigorously applied. Several staff are trained as safeguarding leads.
- All policies relating to health and safety requirements are up to date.
- Procedures for keeping pupils safe and for the safe recruitment of staff meet the standards set both by education authorities in Malaysia and the UK.
- The induction programme allows pupils to settle quickly into all aspects of the school.
- Pupils benefit from a trusted adult to whom they can go for support.
- Pupils enjoy a variety of opportunities to express their opinions with staff. Leaders listen to their ideas and suggestions with many of them acted upon.
- The school consistently promotes positive behaviour and staff act as role models for pupils.
- The school obtains all necessary information from parents. Procedures for keeping children safe during activities are in place.
- All certificates relating to the maintenance of equipment and the safe production of food are in place.

Care and support for students across the school are outstanding.

. Highly effective safeguarding procedures are firmly embedded and implemented rigorously across the school to ensure that pupils are safe and well protected. The school's single central record is comprehensive and includes all required checks for the safe recruitment of staff. These checks confirm identity, qualifications and medical fitness. Police clearance is obtained

for all staff prior to employment. Senior leaders obtain written references and follow these up with direct contact with the most recent employer. The single central record is maintained securely, updated regularly and monitored frequently by senior leaders to ensure accuracy and compliance.

Pupils' records are maintained carefully and stored securely, with access restricted to authorised staff. Designated safeguarding leads are clearly identified and their names are prominently displayed throughout the school. The safeguarding policy is readily accessible through the school's website and parents' portal, ensuring transparency and clear communication with the wider school community. External contractors are also carefully checked to ensure that they are safe to work on the site.

The school provides a highly effective induction programme that enables pupils to settle quickly and confidently into their new surroundings. New pupils participate in a carefully organised orientation programme that includes meeting teachers and fellow pupils prior to their first day. Each pupil is assigned a 'buddy' who provides practical guidance, such as explaining school routines, the lunch system and extra-curricular opportunities. These arrangements help pupils feel welcomed and integrated into the school from the outset.

Staff take considerable care to ensure that every pupil has access to a trusted adult for guidance and support. In addition to classroom teachers and tutors, senior leaders, counsellors, special educational needs coordinators and teaching assistants provide pastoral support. A group of designated support tutors further strengthens this network of trusted adults. A well-established counselling programme, delivered by two counsellors working closely with pastoral and academic staff, ensures that pupils receive tailored guidance and support when required.

Pupils have a strong voice in the school and actively contribute to decision-making. Student council representatives and 'Change Makers' gather pupils' views and present them at leadership meetings. Pupils' surveys are conducted regularly and have resulted in tangible improvements in school facilities, including the introduction of additional play areas, a pop-up play station, a small library and a 'buddy bench' designed to encourage friendship and inclusion. Pupils demonstrate a clear understanding of the school's values, which underpin their behaviour and interactions throughout the school.

Robust procedures are in place to ensure pupils' health and well-being. Parents provide detailed contact information and medical histories when enrolling their children and authorise the school to seek urgent medical advice if necessary. Two qualified nurses support pupils' health needs through the administration of medicines, provision of first aid and guidance on health-related matters. Medicines are stored securely. All staff have received first aid training.

Procedures for the collection of pupils are carefully managed. Parents provide the details of authorised adults designated to collect their child in their absence. All visitors and staff wear

identification lanyards and vehicles must display a car pass before pupils can be collected from the designated area.

Risk assessments for all activities, both on- and off site, are detailed and carefully reviewed. Senior leaders scrutinise all risk assessments to ensure that potential hazards are appropriately mitigated.

The school's operations team ensures that the campus is safe, attractive and secure. CCTV cameras are positioned across the campus and monitored continuously. Chemicals and equipment used in science are stored securely in preparation rooms, and appropriate hazard signage is displayed in specialist areas, including swimming pools and laboratories. Soft landing surfaces are installed in play areas to enhance pupils' safety.

Food provision is well managed and meets the high standards of safety and quality. All relevant certifications relating to food preparation are displayed and menus are regularly updated to provide a range of healthy choices. Information on food allergies is clearly indicated and meals are prepared using high-quality ingredients. The dining area is clean, orderly and welcoming.

Up-to-date and comprehensive policies are shared with all staff, including the health and safety, fire, hazard, haze, evacuation and lockdown policies. Fire extinguishers, kitchen and electrical equipment are regularly checked for safety. The school operates no buses. Where taxis are used, the school makes sure that drivers have been subject to a police check.

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

Summary findings

- Partnerships with parents and the community reflect the school's strong Lasallian ethos of respect, service, and an inclusive community.
- Parents speak highly of the quality of education, pastoral care, and the values that underpin the school's work.
- Communication with parents is clear, transparent, and increasingly supported by digital systems that provide timely information about their child's learning and well-being.
- The school continues to strengthen links with regional and international organisations, enhancing opportunities for pupils and raising the school's profile.

The school's **partnership with parents and the wider community** is outstanding.

The school has established a culture of openness, trust and mutual respect which reflects the core values that underpin the school. Parents are highly supportive of the school's work and

express strong levels of confidence in its leadership, academic standards and pastoral provision. Parents who met inspectors spoke very positively about the impact of the school on their children's personal development, independence and sense of responsibility. They highlighted the strong balance between academic expectations and pastoral care, with parents noting that 'The school combines strong academic expectations with excellent pastoral care.' Other parents explained that 'Our children have grown in confidence and independence since joining the school.' Parents particularly value the school's emphasis on character formation and service to others, which they view as a distinctive strength of the school.

Communication between the school and parents is highly effective. Parents receive clear and regular information about their children's progress through a structured programme of reports, parent and teacher conferences and information evenings. These opportunities enable parents to understand the curriculum, assessment systems and academic expectations across the different phases of the school. Digital communication platforms are used well to provide regular updates about events, enrichment activities, attendance and pupils' well-being. Parents report that staff are approachable and responsive and that concerns and complaints, when raised, are dealt with promptly and constructively.

The school has developed effective procedures to support new families joining the school. Induction arrangements are well organised and help ensure that pupils and parents integrate quickly into the school. Orientation sessions, meetings with teachers and pastoral staff, and ongoing communication provide reassurance and clarity for families who may be new to international education. Parents of students in the high school and sixth form receive clear guidance regarding IGCSE subject choices, A-level pathways and university preparation, ensuring that they are well informed about future academic opportunities.

The school works closely with parents of pupils who require additional support. Families of pupils with additional needs or receiving EAL provision are kept well informed through regular review meetings and progress updates. These collaborative arrangements ensure that parents understand the support provided and the rates of progress that their children are making.

Links with the wider community further enrich pupils' experiences. The school's Lasallian commitment to service encourages pupils to participate actively in community initiatives and charitable activities. Membership of international organisations such as AIMS and FOBISIA, together with partnerships with examination boards, provides pupils with opportunities to engage with a wider educational community.

Overall, the school has established highly effective partnerships with parents and the wider community. These relationships contribute strongly to the positive culture of the school and support pupils' academic achievement and personal development.

Standard 8: Leadership and management

Summary findings

- Strategic and principled leadership that follow the Lasallian ethos.
- Strong collaboration between senior leaders and the board of governors during changes in the school's ownership and to its curriculum.
- Effective management of the rapid growth of the high school growth while sustaining high academic standards.
- The successful move from the International Baccalaureate Diploma Programme to A levels, with high pass rates in 2025.
- Leaders' recognition of the need to further strengthen precision in tracking systems especially in key stage 3 and to ensure its consistent application across phases.

The leadership and management of the school are outstanding.

Senior leaders, the board of governors, teachers and subject leaders demonstrate a leadership culture that is strategic, principled and firmly rooted in the school's Lasallian ethos. Leadership is coherent, well-structured and increasingly informed by the use of evidence. Leaders at all levels share a clear commitment to sustaining high academic standards while nurturing the strong sense of community that characterises the school.

The head of school provides clear strategic direction and a strong sense of purpose. Leadership is grounded in the Lasallian mission of faith, service and community, which is consistently referenced in decision-making and the school's priorities. Senior leaders emphasise that their focus is on combining academic excellence with the school's values-driven ethos, explaining that 'Our focus is on combining academic excellence with our core values of service and community.' Senior leaders demonstrate a secure understanding of the school's strategic development and the operational steps required to sustain improvement. The school's strategic development plan aligns closely with recognised international standards and is translated effectively into phase and departmental plans. Leaders speak confidently about developments in curriculum provision, assessment systems, staffing, safeguarding and financial planning. The transition from the International Baccalaureate Diploma Programme to A levels was managed carefully and implemented with clarity, ensuring continuity for students and the maintenance of strong academic outcomes.

Leadership responsibilities are distributed effectively across the school. Elementary and high school leaders operate with appropriate autonomy while remaining closely aligned with whole-school priorities. Phase leaders demonstrate a secure oversight of the quality of teaching, curriculum delivery and pupils' support systems. Leaders explained that the school's systems are designed to ensure that pupils are known and supported as individuals, noting that 'Our aim

is to ensure that every pupil feels known, supported and challenged'. Recent developments include the introduction of a new phonics programme, increased curriculum time for science, and strengthened provision for pupils with EAL and those with additional needs. The rapid growth of the high school has been managed strategically through careful staffing appointments, adjustments to curriculum pathways and timetable redesign. Leaders show a clear awareness of the need to ensure the long-term sustainability of subject options, particularly within the smaller sixth-form cohorts.

Middle leadership is highly effective. Teachers and subject leaders benefit from the clear communication structures that link senior leaders, phase leaders and departments. Department meetings are well structured and purposeful, with clear agendas and records of discussion. Performance management processes are aligned closely to the school's strategic priorities and focus on improving teaching and pupils' outcomes. Teachers engage regularly in professional development that supports the school's key priorities, including adaptive teaching, assessment for learning and preparation for external examinations. Staff report that professional learning opportunities are practical and increasingly linked to classroom practice.

The school is developing increasingly systematic approaches to the use of assessment information. Leaders use a combination of baseline assessments, progress testing and internal tracking to evaluate pupils' performance and identify areas for improvement. Departments analyse outcomes for specific groups of pupils, including those with EAL needs and those receiving additional learning support. Teachers also use assessment for learning in lessons, including questioning, feedback and checks for understanding, to monitor pupils' progress and adapt teaching accordingly. Leaders recognise that continued refinement of assessment systems will further strengthen the precision with which assessment information contributes to planning and supports consistently high rates of pupils' progress across departments.

Governance is highly effective and supportive. The board of governors works closely with leaders to provide both strategic guidance and appropriate challenge. The governing body includes representation from both the Ever Radiant Sdn Bhd and the Lasallian East Asia District, ensuring alignment between the school's financial sustainability and its mission-driven ethos. Governors demonstrate a clear understanding of the school's priorities and provide oversight of key areas including finance, safeguarding, enrolment growth and staffing. Investment decisions have supported important developments in the school, including expanded support for EAL and provision for pupils with additional needs, improvements to safeguarding systems and continued enhancement of the learning environment.

The head of school is subject to a structured and rigorous appraisal process overseen by the governing board. Governors support the head of school through regular monthly meetings and a formal annual performance review. The head of school provides termly reports to the governing board, enabling governors to monitor progress towards strategic priorities, academic outcomes and school improvement initiatives. These arrangements ensure highly effective

accountability while supporting the continued development of effective leadership across the school.

Leadership of safeguarding is highly effective and well organised. Clearly designated safeguarding leadership roles are established, and staff receive regular training to ensure that procedures are understood and consistently applied. Policies are reviewed regularly and systems for managing risk and ensuring pupils' safety are secure. Safeguarding is understood by leaders not only as a procedural requirement but as an integral part of the school's pastoral culture. Recruitment procedures follow the school's safer recruitment policy and include rigorous checks to ensure that all adults working with pupils are appropriately checked and trained in safeguarding.

Leadership's monitoring processes are increasingly rigorous. Senior leaders conduct regular lesson visits, departmental reviews and performance discussions with staff. These processes help leaders maintain an accurate understanding of the quality of teaching and learning across the school. Leaders demonstrate a reflective approach to improvement and show a clear awareness of areas where systems can be strengthened further, particularly in relation to the consistent use of assessment information.

The school has managed a period of significant change effectively. Since the change of ownership in 2023 and the transition to A-level provision in 2024, leaders have successfully maintained academic standards while strengthening organisational systems. Despite the school's rapid growth and increasing international diversity, the strong sense of community and shared values remain central to the life of the school.

Equality, diversity and inclusion are strongly promoted across the school and reflect the Lasallian commitment of respect, service and community. Leaders have created an inclusive environment in which pupils from a wide range of national, linguistic and cultural backgrounds feel welcomed, valued and supported. The school is intentionally diverse, and pupils demonstrate clear respect for different cultures, beliefs and perspectives. Through the curriculum, pastoral programmes and service-learning initiatives, pupils are encouraged to develop empathy, social responsibility and an appreciation of the dignity of every individual. Support for pupils with EAL and those with additional needs is carefully structured, enabling them to gain access to the curriculum and participate fully in the school. As a result, the school fosters a culture of belonging in which pupils feel safe, respected and able to contribute positively to the community.

Leadership and management demonstrate strategic clarity, shared responsibility and strong moral purpose. Systems are well established and leaders demonstrate the capacity to sustain improvement while continuing to strengthen the quality of education provided.