



THE PERSE

SCHOOL

CAMBRIDGE
INTERNATIONAL

Simon Armitage, Deputy Head (International Schools) at The Perse School Cambridge, leads the quality assurance and support for The Perse international schools. Each year there is an inspection. This year it was carried out virtually in April 2021. The inspection was also joined by three senior leaders from The Perse Prep Cambridge: James Piper (Head), Tom Knowles (Deputy Head), Tobias Bown (Assistant Head Academic) and by Kathy Sawtell (Director of Business Development). This summary is also based on numerous other interactions over recent months.

The team concluded that the school was making very good progress with the academic and pastoral systems were progressing very well. It was felt that the overall vision and values of The Perse School were very much being embodied in the decision-making processes at The Perse School Singapore and the team is very optimistic about the future trajectory of the school.

The full report and a set of recommendations has been given to the school and to Sing Ed Global Schoolhouse and to the Advisory Council. These are the main findings together with summaries of the core recommendations.

Vision and Values

The clarity of the school's vision for development and the growth, based on The Perse values, shines through. The use of The Perse values in practical ways to help inform the weekly priorities and assemblies is extremely effective. We encourage The Perse School Singapore to continue to evolve the programme of academic and extra-curricular enrichment such that it truly reflects the 'breadth and balance' value. Such a programme will assist in developing more resilient, confident pupils, with better well-being who are likely to have fewer pastoral difficulties and better academic results. Essentially, it will lead to a better education.

Teaching and learning

The curriculum based, on the Cambridge International programme and adding Singapore Maths and additional Chinese, is becoming a strength of the school as is the use of specialist teachers, especially in the older year groups. As The Perse School Singapore develops into year 7 and beyond, we recommend the school works on how best to achieve continuity of curriculum and of general approach across both the primary and secondary age groups. The Perse School Cambridge has offered specific support for this. We also encourage you to investigate potential collaborative projects to be run between The Perse School Singapore and The Perse School Cambridge.

Pastoral support

The decision to make more use of whole-class teaching for the younger ages is an important step in the school's provision of pastoral continuity as well as the right nature of academic support for the younger children. It is good to note that the role of the class tutor (the pastoral lead for the class) has been evolving. We encourage the school to continue to focus on these roles as they are key for a successful Perse School. The Perse in Cambridge is happy to share our experience of handling pastoral matters and to assist in training.

Facilities

The reconfiguration of the ground floor and the creation of a Year 2 and 3 floor are wise decisions and will help the sense of community, pastoral care, quality of academic delivery. The inclusion of a proper library space will support the delivery of a more enriched curriculum – something that is especially

important as the school develops into Year 7 and Year 8. Our recommendation is to continue best endeavours to establish an additional or new site for the growth of the secondary age section as well as to make more use of external facilities to enrichment activities and as part of the core curriculum.

Leadership and Staffing

The quality of leadership is a particular strength. The school opened in highly challenging circumstances in January 2020 and the Founding Principal, Claire Bell, was instrumental in giving the school a strong 'family' ethos. The current Principal, Benyna Richards, has built on this very effectively – implementing both pastoral and academic systems and staffing structures that are more suited to this new phase of a growing school. Progress is being made in towards establishing the best international standards in the recruitment and training of staff.