In September 2013 at the commencement of the 2013 – 2014 academic year for Tenby International School, the School began a drive towards what is referred to as a bilateral model which combines elements of Tenby International School with elements of Sri Tenby National School.

This decision followed lengthy discussions at both the Corporate and school levels. Apart from the economic and practical advantages of shared human and educational resources on the one campus, further aims for this model included:

- To support and further the Tenby Vision and Mission
- To raise the standards of teaching and learning across the campus.
- To extend opportunity for all students.
- To extend and develop teachers/middle leaders across the school.
- To provide further opportunity for integration and understanding between teachers and students.
- To maintain and where possible, extend the understanding of Malaysian culture so that this becomes a strength.
- To promote the Malaysian curriculum within Penang through the integration of the best approaches to teaching and learning and aspects of internationalism.

In March, 2014 Tenby Schools, Penang was advised that an audit or review was to take place with a focus on the Secondary Schools’ progress towards the aims above. This review was duly done from 28th – 30th April. A wide range of documentary evidence was requested as part of the review and meetings were held with a range of stakeholders including staff, Administration, marketing and Admissions, the Secondary Leadership Team (SLT), parents, students, and the Principal.

Additionally, a large number of classroom lessons were observed (66 in total) by the Review Team as was the conducting of a range of internal meetings.

The Review Team reported on seven (7) key areas of the Secondary Schools’ operations in support of the bilateral model’s aims:

- Section 1: Guiding Statements and Strategic Plan
- Section 2: Teaching and Learning
- Section 3: Leadership
- Section 4: Faculty and Support Staff
- Section 5: Access to Teaching and Learning
- Section 6: Partnerships
- Section 7: Health and Safety
Each of the seven (7) Sections had a number of criteria which were to provide the “benchmark” standards.

The Review Team found that while there were a number of areas in which the Secondary Schools should be commended for their practices and progress, there were also a number of areas that the Schools need to address in order to ensure further development. These are summarised below;

Section 1: Guiding Statements and Strategic Plan

Commendations:
N/A

Recommendations:
- To produce a whole school campus five year strategic plan which comes from consultation with all stakeholders.
- To ensure that the whole school campus plan encompasses the long term development of the bilateral school as a whole, but at the same time demonstrates consideration for the issues facing the individual sections of the school.
- To share the strategic plan with all members of the community.

Section 2: Teaching and Learning

Commendations:
- Teachers are involved in the budget process.
- The school has made good progress in the ways in which resources are shared across the school.

Recommendations:
- SLT to consider in further detail and in consultation with the teachers how the language training (TESMC) is being actioned within the classroom.
- Teachers to continue to provide increased opportunities to challenge students through constructivist and active learning approaches in teaching.
- Teachers to endeavour to embed in all lessons differentiated activity or pedagogical practices which supports students of different cognitive abilities and for whom English is not their first language.
- SLT to plan for teachers to develop further skills in analysis and use of assessment data in order to improve student performance.
- SLT to clarify the marking procedures for students’ work.
Section 3: Leadership

Commendations:

- The Head of School is willing to take on a wide range of strategic and operational responsibilities across the secondary campus.
- Middle Leaders are offering a good supportive process for their colleagues in both TIS and STSS.
- The students have an evident desire to contribute more to the running and development of their school.

Recommendations:

- The Principal to increase his involvement in the strategic direction of TIS and STSS particularly with regard to the development and implementation of the bilateral model.
- The Principal and the Head of School to review the structure of the secondary school to provide a greater opportunity for a leadership role for the Head of STSS and for more local teachers in STSS to assume positions of responsibility.
- The Head of School and Senior Leadership Team to explore and implement more open, collaborative and consultative ways of decision-making to include all secondary campus teaching and support staff.

Section 4: Faculty and Support Staff

Commendations:

- The administrative team provide a good level of support to the academic side of the school.
- A professional learning community is being developed through peer observations and mentoring

Recommendations:

- The Schools to strengthen further the relationship with all staff in pursuit of a more inclusive and respectful working environment.
- In discussion with all staff, the Schools to review their training programmes for teachers, administrative and support staff to ensure that it is balanced and needs led.
- To give due emphasis within the CPD to the Tenby Group CIDTT training programme for unqualified teachers, including the provision of mentors.

Section 5: Access to Teaching and Learning

Commendations:

- The majority of students are appropriately engaged in their learning.
- Students identified with EAL needs are now part of a well-structured programme of support.
Sporting and cultural activities promoting social well-being are bringing students from both Secondary Schools more closely together.

**Recommendations:**

- To extend and develop the EAL programme to include STSS, as appropriate.
- To appoint a specialist teacher to develop and implement a structured programme of support for children with special educational needs.
- To ensure that the PSE programme covers all social and emotional needs of the students across the secondary campus.
- To ensure all teachers and staff maintain consistency across the schools to encourage student compliance with behaviour and uniform policies.

**Section 6: Partnerships**

**Commendations:**

- The Parent Association plays a very active and supportive role within the community.
- The student leadership team/council are very supportive of the school as a whole.

**Recommendations:**

- To provide regular parent information sessions on relevant topics including reports.
- To consider ways in which communication can be improved throughout the community.

**Section 7: Health and Safety**

**Commendations:**

- The diligence of the nurse and security guards.
- The fire evacuation procedures.
- The method by which the school responded to the recent canteen incident.

**Recommendations:**

- The H&S committee to meet on a regular basis.
- To ensure that all staff are fully aware of all procedures including lock down and opportunities are provided for rehearsal and evaluation.

**Conclusion**

Tenby Schools, Penang would like to thank the Review Team for their observations and comments with regard to the operations of the Secondary Schools. While we appreciate the recognition for the many excellent practices identified through the Review process, it
remains that there are a number of areas of the Schools’ operations that require our and our community’s attention.

It is recognised that some of the recommendations made by the Review Team are not “easy-fix” situations and that they will take time to implement. Others, however, are immediately actionable and in fact, the School has begun to put in place a number of those recommendations.

The process will involve prioritising the recommendations and then developing a well-informed and well-structured plan for their implementation. With this in mind, the Schools’ community should understand that perhaps not all recommendations will be implemented, especially if it is seen as at odds to the strategic directions of the school moving forward.

Our community can be assured that the change process will be transparent and will have at its heart Tenby Schools’ desire to promote excellence at every level to the betterment of your, and our, children’s education.

Gregory C Mowday
Principal
Tenby Schools, Penang

June, 2014