

Trail International School

ISQM Accreditation Report

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1. Introduction

1.1 Education Development Trust accreditation

The purpose of accreditation 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 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 Education Development Trust accreditation model are as follows: Accreditation criteria are rooted in high standards. They relate to international standards and benchmarks and to other inspection regimes (for example, Ofsted (England) and, in the case of Thailand, ONESQA from the Thai ministry).

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 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 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

Introduction

This International Schools Quality Mark (ISQM) verification inspection was carried out by a team of four Education Development Trust inspectors. Over four days, the team observed 49 lessons, nine of which were conducted jointly with middle and senior leaders. Inspectors held 26 meetings during which discussions with staff, students, parents and governors took place. Inspectors scrutinised students' work and school documents and generally observed the school at work.

2. School context

Traill International School, Bangkok, is a comprehensive, independent, privately owned, co-educational school that caters for children from two to 18 years. The school is situated towards the eastern suburbs of Bangkok, in the Bang Kapi district. The school is smaller than others of a similar type. It opened 53 years ago with 82 students and currently there are 424 students on roll, 19 of whom are boarders.

Approximately 59% of students are Thai nationals and 24% are Japanese students. There is a total of 36 nationalities represented in the school. English is the language of instruction for all students. Approximately 93% of students speak English as an additional language and 31% of secondary students require extra support to give them access to the curriculum. There are just three students who have a recognised special educational need and/or disability. The school cannot provide for complex needs. A further group of eight students has been identified as being in need of support and have individual education plans.

The principal has been in post for nine years and the head of secondary for three years. The head of primary is new this year. A well-qualified team of 77 teachers, the majority of whom are British, provide a ratio of, on average, one teacher to every six students. Teacher turnover is at an acceptable level. Last year 17 teachers left and 17 joined. Students' learning is supported further by 11 classroom assistants in primary, a nursery assistant and two learning-support assistants in secondary. This includes seven who specifically support those with additional language needs.

After their post-16 studies, almost all students move on to universities around the world, including a large proportion to Thai universities.

Report summary

Accreditation status Accreditation status

Traill International School is recognised as having met the required standards for accreditation. The school has been awarded the Education Development Trust Education International School Quality Mark at **Silver level** which reflects the **Good judgements or higher** described within this report.

This accreditation is valid from 18th October 2019 to 18th October 2024.

Overview of main strengths and areas for development

Report Headlines

- The outstanding progress made by students in the secondary phase across a range of subjects. Overall, students reach attainment levels in IGCSE and A levels above international averages.
- The school's achievements in competitive sports.
- Students' superb behaviour and positive relationships with one another and with their teachers.
- The harmonious happy atmosphere in and around the school where students feel safe and well cared for.
- The specialist support that enables second-language learners to make exceptional progress in their speaking, reading and writing skills.
- The extensive school enrichment programme covering a wide range of sporting, musical, artistic and academic options.
- The stable and effective leadership of the secondary phase and the recently appointed primary leaders' capacity to improve the primary phase.

Recommended areas for development

Improve the quality of teaching and learning in the early years to raise children's attainment and accelerate their progress by:

- raising teachers' expectations of what children can achieve
- ensuring that class activities are well planned, matched to early years outcomes and take into account children's prior learning
- improving teachers' understanding of best assessment practices so that they can make effective use of this information to match learning activities to children's abilities and challenge them appropriately.

Improve and embed the systems for assessing students' progress in the primary school by:

- ensuring that the assessment system links closely to the national curriculum for England
- establishing tight moderation systems to ensure accuracy in assessment
- using the data at classroom and leadership level to improve the quality of teaching and learning by shaping planning to meet students' needs.

Develop a coherent and stimulating primary curriculum which is fully in line with the expectations of the National Curriculum for England and ensures continuity and progression.

Improve leadership, management and governance of the school by:

- supporting the new primary head in achieving ambitious goals for improvement across the early years and primary phases
- sharing best practices and developing continuity of provision so that the school operates as an all-through school

- regularly evaluating the impact of strategies and school improvement planning on students' progress
- ensuring high levels of accountability of leaders at all levels.

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

Highlights and Recommendations

- The vast majority of children arrive at the school with communication and language skills in **English** that are below those typical for their age. They make good progress in their communication skills throughout the early years. Primary pupils make expected progress but need more opportunities to express their views and write imaginatively. Secondary students achieve impressive results in external IGCSE and A-level examinations.
- Overall, attainment and progress in **mathematics** are satisfactory in early years and primary and outstanding in secondary. Children enter early years with number skills below those expected for their age. By the end of Reception most have an emerging sense of number and shape. Attainment by the end of the primary phase is broadly in line with the national average for England. Pupils' attainment in mathematics IGCSE and A level is well above international averages.
- Students develop their knowledge and understanding of **science** from an early age. Satisfactory progress is maintained through key stage 2 and students leave primary broadly in line with where they should be. By the end of the secondary phase, outstanding progress leads to attainment in IGCSE and A level that is above their targets and above comparable international standards.
- Progress in **IT** seen in lessons is satisfactory and attainment is generally in line with expectations for all groups of students in the primary phase. By the end of the secondary phase the small number of students who take IT or computer science achieve standards above world averages. The use of technology to support learning across the curriculum in all phases is very limited in the classroom.

Students' attainment in **English** is in line with national curriculum expectations in the early years and primary. From a low starting point, children make good progress in their communication skills. By the time they leave the early years the large majority of children are able explain their work with increasing confidence. As they listen to stories, they are able to ask and answer questions about what is happening to the characters. Children's phonics skills are beginning to develop systematically as are their letter-formation skills.

Primary students make expected progress due to the greater emphasis placed on the development of reading skills and increasing their vocabulary. Guided reading sessions are enabling students to become more skilled readers who are developing age-appropriate comprehension skills. Writing tasks are often focused on grammar and vocabulary tasks leaving limited time for students to express themselves through extended and imaginative writing. From Year 3 onwards, targeted English second language (ESL) students receive extra support with key language skills. As a result of the intensive focus on grammar and vocabulary skills, the majority are more able to access the wider literacy curriculum in lessons.

In the secondary and post-16 phases, attainment is outstanding. Across the secondary phase, students make excellent progress and achieve impressive results in external examinations. In these phases, almost all students are confident about sharing their views, both orally and in writing. Thought-provoking questions based on demanding literature texts result in high-quality and sophisticated text analyses and the ability to respond accurately to demanding examination questions. In 2019, in IGCSE examinations, students attained standards that are above those typically found in the UK and in AS and A2 examinations and achieved well above expectations. Independent and extended writing tasks provide valuable opportunities for pupils to explore a range of different genres. Secondary ESL students, who receive targeted support, make exceptional progress in their speaking, reading and writing skills. Most move rapidly from using a narrow vocabulary and decoding simple words to planning and composing complex and accurate written prose.

Overall, attainment and progress in **mathematics** are satisfactory in early years and primary and outstanding in secondary. Children enter early years with number skills below those typical for their age. In 2019, children's good level of development was below the national average for England. Teachers develop children's understanding of mathematical language and an emerging sense of number and shape. By the end of Reception, most children are able to count to 20 and add single digits when using counting blocks. A few can recognise higher double-digit numbers.

Attainment by the end of the primary phase is broadly in line with the national average for England. From the start of key stage 2, most students are able to multiply increasingly large numbers and they understand the use of coordinates in real life. By Year 6, students are developing accuracy in calculating the angles of different triangles.

In Year 7, students can solve unfamiliar problems using multiplication, division, addition and subtraction from memory and students in key stage 3 use mental mathematics to build their understanding of number.

Progress in mathematics has improved over the past three years and now almost all students perform above their predicted IGCSE mathematics targets, including fast-track Year 10 students. Progress gains momentum, as do students' enthusiasm for and resilience in mathematics, as they move through the secondary school. In a Year 12 statistics lesson, as a result of grappling with a new concept and using their prior learning, students accurately calculated the distinct permutations of the letters of different words.

Students' attainment in mathematics IGCSE and A level is well above international averages. In IGCSE mathematics in 2019, almost all students achieved grades A* to C, with 59% attaining A*/A grades, double the number targeted to achieve these grades.

Both attainment and progress in **science** are satisfactory in early years and primary and outstanding in secondary. Children have the opportunity to develop their knowledge and understanding of the world in a stimulating early years environment. When discussing their learning they are able to talk about rockets being able to 'go to the moon, but not the stars'. By the end of foundation stage satisfactory progress in science has led to attainment that is broadly in line with that typically seen in the UK.

In the primary phase students cover a number of topics that slowly build scientific knowledge and understanding. In a Year 2 lesson students were able to form simple food chains, while in a Year 3 lesson they were able to use a wider range of scientific vocabulary when discussing the differences between human and animal skeletons. Skills develop across key stage 2 and in a Year 5 practical experiment on buoyancy, students carried out a simple fair test, discussing

hypotheses and carefully recording information. Satisfactory progress is maintained through key stage 2 and students leave primary broadly in line with where they should be for their age.

Students rapidly develop their scientific skills throughout the secondary phase, carrying out experiments and analysing and evaluating results scientifically. By the end of key stage 4 outstanding progress in physics, chemistry and biology leads to attainment that is above their targets and above worldwide comparable standards. As students move to A levels, outstanding progress continues, and they perform exceptionally well, above UK standards.

Attainment in **Information Technology (IT)** is not formally assessed in the early years or primary phases of the school. Progress seen in lessons is satisfactory and attainment is generally in line with expectations for all groups of students. There is little opportunity for children in the early years to use technology independently. In primary, students learn IT skills through discrete lessons in the IT rooms with their class teacher. In Year 2 students successfully created posters with borders, text boxes and imported pictures.

By the end of the secondary phase the small number of students who take IT or computer science achieve standards above world averages. The progress they make is good. Of the eight students who took IGCSE IT seven achieved or exceeded their target. At AS only one of the two students achieved their target and at A2 the one student achieved their target.

The use of technology to support learning across the curriculum in all phases is very limited in the classroom. However, teachers do occasionally take students to the IT rooms to work on the computers.

Students achieve highly in a range of **other subjects** and every year gain awards for high achievement or the best in the country at the Cambridge International Education (CIE) awards. In 2019 four students achieved awards for the best in Thailand for A2 business and high-achievement awards for AS biology, AS geography and IGCSE second language Japanese. Students have many opportunities to excel in sports. All students achieved A*/A in IGCSE physical education. Students have the opportunity to train and participate in competitive sports outside school to an elite level. Many go on to receive sporting scholarships. The Traill Diploma is very successful in meeting the needs of those wishing to go to university in Thailand or Japan.

Standard 2: Students' personal development

Highlights and Recommendations

- Students' personal development is outstanding.
- Behaviour in lessons and around the school is outstanding.
- Students exhibit high levels of maturity and respect each other's cultures and backgrounds.
- Students' attitudes to learning and to each other are outstanding and demonstrate a strong commitment to their own learning and personal development and to that of others.
- Students make an excellent contribution to helping people less fortunate than themselves and caring for their environment.
- Students seize opportunities to take leadership roles across the school to help the school function at its best.

Students' personal development is outstanding. Senior students report that the school functions well because they all feel part of the Traill family. They are proud of their role in creating a supportive learning community. There is a commitment across the school to 'winai', which reflects a sense self-discipline and rightful self-conduct. Across the school, students are rightfully proud of the positive and mutually respectful relationships they build with one another and with the adults who support them.

Students' attitudes to learning are exemplary. They are enthusiastic learners who are excited about the new knowledge and skills they acquire daily. They participate actively in a range of extra-curricular activities, including revision classes in a broad range of subjects, taking advantage of them to develop a wider set of skills or address gaps in their learning.

Students' behaviour is exemplary, both in lessons and around the school, reflecting their commitment to their own learning and supporting others' learning. There is a high level of maturity in the way students conduct themselves. They sensitively reflect on how to resolve any conflicts that occur and report that minor misdemeanours are quickly and effectively dealt with, by the students themselves or with the help of adults. This is exemplified by an incident reported by a Year 3 student of feeling lonely in the playground and reaching out to his Year 9 'buddy' to help create authentic connections with other students. From the youngest age, students demonstrate their ability to distinguish between right and wrong conduct. In lessons and in the playground, most are able to consider all possibilities and sides to most arguments and seek positive solutions.

Students enjoy school and arrive prepared to learn. This is reflected in their regular attendance and their punctuality at the start of the day and on arrival at lessons.

Students across the school demonstrate a strong sense of fairness and act upon a desire to support others in the school, in the local community or internationally. Successful recent initiatives include a campaign to raise awareness of as well as funds for research into serious illnesses that have had an impact on the lives of other students.

As part of their first leadership campaign and in their commitment to develop the environmental-awareness agenda, student councillors have led the school's initiatives in recycling in the school, which are beginning to pay dividends. Students describe the growing commitment across the school and are proud of their achievement as it has successfully led to less waste in and around the school building. Such opportunities have helped develop students' self-knowledge, self-esteem and self-confidence and this enables them to flourish as citizens of the world.

Regular participation in wider school events such as International Day and Model UN enables students to develop further their awareness and appreciation of global perspectives and a wider range of cultures. They take seriously the responsibility for identifying similarities and differences between their own perspectives and those of the countries that they are representing. One student stated, 'We are totally used to meeting and learning about people from other countries and cultures. The challenge is to identify where we are the same and where we differ!'

The school's promotion of the fundamental British values of democracy, the rule of law and individual liberty are being developed in a wide range of ways – through tutor-group discussions and PHSE lessons or assemblies. Students talk of the promotion of respect and tolerance as reflected in a Year 9 assembly which focused on injustices through role plays showing name-calling and victimisation of people considered different because of their sexual orientation or decision to undergo gender reassignment.

Standard 3: Teaching and learning

Highlights and Recommendations

- Teachers create positive working atmospheres in classrooms with well-established routines for learning.
- Students have positive attitudes to learning and they work well collaboratively when teachers offer the opportunity for them to discuss their learning.
- Teachers use their strong subject knowledge, which is often outstanding in the secondary school, to tailor learning to students' needs, address misconceptions and inspire learners.
- A range of strategies informs teachers' understanding of students' grasp of key concepts and enables learning to be reshaped.
- The planned content of some lessons is insufficiently challenging and does not always build on students' prior learning, particularly in early years and primary classes.
- The lack of resources limits the embedding of key concepts, especially in the primary school and early years and teaching assistants are not always deployed to best effect.
- Assessment procedures are not yet embedded across the primary school, resulting in inconsistencies in the way in which data is used to inform teachers' planning and inaccuracies in the tracking of the progress students make from their starting points.

Overall, teaching and learning are good, with stronger practice in the secondary school. All classes are characterised by positive relationships between adults and students and students and their peers. Teachers know their students well and create learning environments in which students feel confident to 'have a go', make mistakes and succeed. In one Year 11 mathematics lesson, as a result of students' requests for further explanations, the clarity of the teacher's response led to gasps of delight as students realised that they now understood.

Students have positive attitudes to learning and their respect for others enables them to work well collaboratively. In a Year 9 English lesson, students coached each other on how to incorporate more complex structures into their own writing. Students take a pride in their work, using only pencil for diagrams and setting out their work neatly. Secondary teachers use homework well to embed, support and extend students' learning. When teachers offer opportunities for discussion, students enjoy explaining their thinking or sharing their answers on the board. For example, in a Year 11 history lesson, students discussed sensitively aspects of the Vietnam War. Well-established routines enable learning to progress well in most lessons.

Teachers' strong subject knowledge and understanding of how students learn best, particularly in the secondary school, enable learning to be tailored closely to students' needs. They address misconceptions and respond promptly and confidently to learners' needs as they emerge in class. Older students demonstrate a thirst for learning. For example, in a key stage 3 science lesson students' curiosity and interest were evident as they used microscopes to evaluate different plant cells in different-shaped leaves. Where teachers have high expectations, students rise to the challenge and grapple with difficult concepts willingly. They are made to think. The lessons observed in the Traill Diploma programme demonstrated the same high quality of teaching and assessment as the other A level courses.

Where teaching is most effective, teachers use a broad range of teaching strategies to suit the students' age and needs. For example, in art and design, the teacher used the outdoor corridor space to coach Year 13 Thai Diploma students in how to sketch with perspective. However, the planned content of some lessons is insufficiently challenging and does not always build on students' prior learning, particularly in early years and primary classes. Limited resources, such as IT for research and lack of manipulatives to work out calculations, limit the embedding of key concepts, particularly in the primary school. Teachers do not always direct the work of teaching assistants to best effect.

A broad range of in-class assessment strategies in the secondary school, including mini-whiteboards and 'live' in-class marking, informs teachers of the extent of students' understanding. Learning is then reshaped during the lesson and for subsequent lessons. Peer assessment is embedded successfully in some subjects where teachers guide students to provide effective feedback to their peers. The secondary dedicated improvement-and-reflection-time ('DIRT') initiative in English, and now mathematics, is also deepening students' understanding by giving specific feedback or additional practice to help them to improve. However, assessment procedures are not yet embedded across the primary school, resulting in inconsistencies in the way in which teachers use data to inform planning and inaccuracies in the tracking of students' progress from their starting points.

Standard 4: The curriculum

Highlights and Recommendations

- Leaders combine seamlessly the Thai quality of 'winai' with the school's foundation of a British education system through its qualifications, extra-curricular activities and the house system.
- The well-planned secondary curriculum offers breadth and rich experiences and is delivered by well-qualified subject specialists.
- The extensive, vibrant range of extra-curricular activities, including educational visits and residential, enhances students' learning and awakens their interests.
- A strong culture of physical education encourages success and healthy competition, as well as healthy lifestyles.
- The sixth-form programme of personal and academic development prepares students well for the broad range of next steps in Thailand, Japan, the UK and other countries across the world.
- The comprehensive personal, social and health education programme in the secondary school develops confident, socially aware students who display tolerance, respect and ambition for themselves and their peers.
- The primary curriculum does not fully meet the expectations of the national curriculum for England and recent plans for curriculum adaptation are in their early stages of development.
- Curriculum planning and assessment in the early years do not meet the needs of all children and, consequently, the delivery of the curriculum lacks rigour.
- Careers education and guidance in the primary and secondary schools are not planned

sufficiently to enable students to make informed career choices.

The school's curriculum is good overall, with significant strengths in the secondary school and exceptional enrichment opportunities.

The national curriculum for England is broadly followed in all key stages but is not well planned to meet all of the expectations of the primary curriculum. New primary leaders have reviewed the early years and primary curriculums and decided upon what will suit the students at Traill. As a result, long-term planning is being updated to ensure that teachers have schemes of learning from which they can plan appropriately. Recent liaison between the secondary and the primary sections of the school is leading to greater curricular and pedagogical coherence across different subjects, which is essential in this all-through school.

The secondary curriculum develops students' academic, physical, creative and personal development exceptionally well. Strong progression routes open up due to IGCSEs in a wide range of subjects which meet scientific, cultural and linguistic aptitudes. Some IGCSE courses are taken early, with high levels of success. At post-16, students follow AS and A level courses which enable them to take up further study at universities across the world. Due to the context and specific needs of students, leaders have developed the newly introduced Traill Diploma. This qualification, endorsed by the Thai Ministry of Education, offers a different pathway for students who wish to go on to study in Thai or other East Asian universities where A-level study is not essential.

There is strong guidance for students applying to university in Thailand and across the world. Visits from universities, such as the University of Nottingham, provide students with up-to-date and accurate guidance on applications and an insight into higher-level study. Arranged internships and a guest speaker programme make sixth-form students aware of future opportunities. However, careers education is less well developed in other phases of the school.

A broad range of extra-curricular activities enhances timetabled provision and contributes to students' personal, creative, cultural and social development. The school's strong culture of physical education encourages healthy competition, sporting success and healthy lifestyles. A wide range of educational visits and stimulating residential trips enhances the curriculum. Year 5 and 6 students visit a local forest area and study the depleted mangrove swamps. Older students take part in geography field trips and visits to the Bangkok Stockmarket and the CocaCola factory enhance the commercial and financial understanding of GCSE business-studies students.

The planning and delivery of the school's personal, social and health education programme reflects the school's ethos and its commitment to developing students' 'winai'. They explore moral dilemmas, debate current affairs and environmental issues, which ensures that they develop a strong understanding of the importance of the tolerance of difference and speak up for equality and respect. For example, in a Year 9 student-led assembly, students opened their presentation with a question: 'Is it wrong for a man to be in love with another man?' Students' leadership, responsibilities and a sense of community are developed through provision including the house system, the democratically elected prefect posts and the 'playground pals'.

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

Highlights and Recommendations

- The school has safely recruited, well qualified and experienced teachers and leaders, mainly from the UK, who are improving the educational provision for the students.
- There are generally ample and appropriate spaces for learning across the current site to meet adequately the children's learning needs, although planned future proposals will enhance these.
- There is limited availability of technology to support teaching and learning across the school.

Teachers are well qualified to effectively support teaching and learning at Traill. Most teaching staff are carefully recruited from the UK where they gained experience in teaching the national curriculum. Selection and vetting procedures are robust and induction and performance management procedures are firmly embedded.

Although the school has low numbers of students with special educational needs, these are very well catered for. The newly appointed SENCo supports staff in planning and reviewing both provision and impact. As a result, students with SEND have full access to the school's curriculum and make progress from their individual starting points in line with other students at Traill.

Students benefit from a high-quality learning environment where relatively compact space is fully utilised to maximise the impact on learning. There are excellent and improving sport facilities including, for example, a swimming pool, sports hall and two new seven-a-side grass football pitches. There is also a well-stocked library and specialist spaces for art, music, secondary science and IT, as well as shaded outside play areas. There are detailed plans in place to improve and enhance the school's learning spaces in the near future.

Limited resources in primary, particularly mathematics manipulatives, are not currently supporting the development of learning at key stage 2 sufficiently. Although there are dedicated IT teaching spaces around the school, the class-based IT resources to support to support learning skills in classrooms are limited.

The school occupies three sites across two local roads and as a result students' safety is taken very seriously. Careful arrangements are in place to ensure secure access to and also safe movement around the various school sites.

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

Highlights and Recommendations

- Leaders place welfare and care of students as the highest priority and concerns of students and parents are efficiently and effectively resolved.
- The school's child-safeguarding procedures and annual training inform all staff of the actions to be taken to secure children's safety.

- Daily risk assessments including regular security, health and safety checks on all learning areas ensure that the school is a safe place for learning.

The arrangements for the care and support of students are outstanding. Every effort is made to ensure that students feel secure in their learning environment. Each new student is allocated a 'buddy'. For new learners of English, this is someone who speaks the same home language to support their induction and help them settle. Transition procedures between phases to support seamless learning are developing in some subjects. Teachers in Years 6 and 7 are working together to support students in identifying key gaps in knowledge and understanding through specialist booster lessons before they take on the challenges of the key stage 3 curriculum.

The school's safeguarding policy is regularly reviewed and shared with staff to ensure that they understand the school's procedures, including the expectations of staff conduct. Students are also made aware of their responsibility in keeping themselves and others, particularly students who are younger than them, safe at all times. There are robust procedures in place to monitor any incidents.

Relationships between adults and students are very strong. Students report that they feel valued and supported by highly committed staff members if they experience emotional, academic or social difficulties. They cite examples of how the one incident of cyber bullying the school has experienced was efficiently dealt with, in a sensitive manner, and followed up with workshops on how to respond to such incidents. While the school does not have counsellors on site, senior staff have built close relationships with local schools where this support is available, should it be necessary.

Arrangements for promoting students' emotional and physical health are robust. Daily reports of medical and behaviour incidents are monitored by senior staff, adding to the feeling of security for students. Medical information and medicines are safely stored and well managed. Students are encouraged to be healthy through the provision of a wide range of healthy options at lunchtime and opportunities to participate in a wide range of sports activities. Canteen staff are aware of students' food allergies and support students in making correct choices.

Leaders place a high priority on site security, health, safety and evacuation procedures. There are clear systems for daily checks to ensure that the premises and equipment are safe for use. Risk assessments are regular and rigorous, which in turn results in a safe learning environment. There are well established security systems and personnel to protect students from any unauthorised intrusion. Arrangements for safe transport to and from school on the school's seven buses are also well established with clear record keeping and monitoring of any incidents. Drivers and monitors are well aware of safeguarding issues and have clear systems for handover to parents.

The school's procedures for fire evacuation and lockdown are regularly reviewed and are becoming more robust. They are regularly practised and effective adaptations are made as a result of the review.

Experienced and caring housemasters look after the well-being of boarding students with great commitment. Mutual respect is clearly evident. Students' emotional well-being is given high priority and they are encouraged to talk about any issues. Students feel their views are listened to. Arrangements to safeguard and promote their welfare are robust. A common-sense approach is taken regarding behaviour, as issues are rare. Students are not allowed off-site unsupervised and appropriate provision is in place for trips outside school.

Standard 7.0 The school's partnership with parents and the community

Highlights and recommendations

- Parents speak very highly of the school and its partnership with them.
- The school uses a wide range of strategies to communicate effectively with parents, who feel well informed about all that is happening at Traill.
- The parent-liaison staff member and the staff that specifically liaise with groups of parents of different nationalities are highly valued.
- The parents and teachers of Traill (PATT) are making a positive contribution to the life of the school.

The school's partnerships with parents and the community are outstanding. Parents talk of 'warm relationships' and a 'family feel' and are keen not to lose this as the school population grows.

The school provides useful and timely information for parents in a variety of forms. These include regular newsletters and a number of parent workshops which are well attended and highly valued. Homework books and the online parent portal are also recognised by parents as an effective way of maintaining dialogue with the school. The school does not currently use an annual parent survey to gauge feedback. Instead it asks for feedback every time parents are in the school for workshops and parent-teacher meetings. The school feels that this immediate 'live feedback' is more effective and the parents agree.

The termly reports parents receive on pupils' progress, both in writing and face to face, are highly valued and seen as having a significant impact on pupils' learning. Parents value the 'open door' approach the school has to communication and consider it an instrumental part of their positive relationship with the school. It allows immediate concerns or questions to be raised and dealt with promptly. They are aware that the school has a complaints policy and they know how to gain access to this and use it if needed.

Additional, targeted liaison staff have successfully engaged different-nationality parent groups, such as the Japanese parents. These links are highly valued by both the school and the relevant parents.

The school has good and improving links with the community. The parents and teachers of Traill (PATT) are making a positive contribution to the life of the school and are also working with the students to reach out into the community. This involves them using the students' ideas to support community projects such as a local charity for the blind and international work including supporting an organisation working to save the Amazon rainforest.

Standard 8: Leadership and management

Highlights and Recommendations

- Stable and effective leadership in secondary has led to improved outcomes and practices in the secondary and post-16 phases.

- The new primary leader needs time and support to establish new policies and practices in the primary and early years to improve all aspects of provision.
- Primary and Secondary are now working well together to align practices.
- Middle leadership is particularly strong in secondary. In primary it is new and emerging and requires leaders to be clear about roles and responsibilities.
- The Board works closely with the school to maintain the vision and direction of the school. It has ambitious plans to improve the infrastructure and has sound fiscal policies. It was unaware early enough of the extent of the issues in primary and did not ensure that enough was done to counter the lack of leadership.
- Leaders effectively manage the performance of staff and are committed to their continuing professional development.

The quality of leadership and management is good. Leaders are successful in promoting the schools' vision and ethos where 'Everyone is someone at Traill'. The schools' encouragement of respect for all other people is evident in the harmonious atmosphere of the school.

Stable and effective leadership in the secondary phase has led to improved outcomes and practices in the secondary and post-16 phases over the past three years. Middle leadership is particularly strong in secondary. Working closely with the head of secondary, faculty leaders have taken appropriate actions to secure improvement. These have been successful due to the high levels of accountability through regular monitoring and evaluation.

Primary and early years have lacked leadership, direction and accountability for the last two years. As a result, outcomes have fallen progressively and the curriculum lacks rigour. The newly appointed primary leader has made an excellent start, particularly in improving literacy, and has the capacity to improve the primary phase. She now needs time and support from the principal and board to establish new policies and practices in the primary and early years to improve all aspects of provision. Middle leadership in primary is new and emerging, with some strong practice. Distributed leadership, with clarity about roles and responsibilities, will be important in the future.

Primary and secondary heads are now working well together to align practices and provide good role models. They understand the need to work together to ensure continuity of provision in this all-through school. This has not been happening over the past two years. A school development plan is in place, but a plan with more clarity and coherence, alongside regular review and evaluation, is needed to move the school forward.

The board works very closely with the school and board members are actively involved in the day-to-day work of the school making it very easy to communicate with them. The separate responsibilities of the board members and the school's principal are understood and respected. Parents are represented on the board and their views are communicated through the parent body (PATT). Two of the board members have close links with the Ministry of Education in Thailand, so ensure that the school follows all the correct procedures and legal requirements, including safeguarding. The school is on a sound financial footing. The board has a reasonable insight into the school but tends to focus on IGCSE and A level external outcomes rather than the whole school. They are perhaps not as well informed as they might be, because the principal was unaware of the scale of the regression in primary. The board appraise the principal, but the way they do this is changing and will in future be based on specific action-plan points which have been agreed. Previously this process was more subjective.

The secondary-phase leaders monitor and manage the performance of staff extremely well. Appraisal involves self-reflection, lesson observation and appropriate target setting with regular review. Very appropriate action is taken to secure improvement where necessary and professional development meets the needs of teachers. The primary phase has just begun to manage the performance of staff, beginning with supportive lesson observation and a commitment to regular professional development. This has started positively and will begin to hold all teachers to account. Staff enjoy working at the school and most feel well supported.

Traill promotes equality, tackles discrimination and embraces diversity, which contributes to the extremely caring atmosphere where students are happy. The school nurtures and cares for all its students.