

Trail International School, Bangkok

International Schools Quality Mark

(ISQM) Accreditation Report

Lead Inspector: Robin Attfield
Inspection team: Francesca Affleck
Bill Burn

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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 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 three Education Development Trust inspectors who spent three days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 51 part-lessons, including seven that were jointly observed by an inspector and a senior member of staff. There were 24 meetings which took place with leaders, teachers, pupils, parents and members of the school's owners and governing board. Inspectors scrutinised pupils' 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

Traill International School, Bangkok, was established in 1966 as a comprehensive, independent, privately owned school. It is situated in the eastern suburbs of the city and the majority of students live close to the school. The school is smaller than many similar schools and caters for pupils from two to 18 years. The school currently has 27 boys who board in accommodation adjoining the school. The school has pupils from

approximately 30 nationalities. The majority are Thai, while 21% are Japanese. Nearly all pupils are learners of English as an additional language (EAL) and at any time around 20% of them receive additional support. There are 21 pupils identified as having a special educational need and/or disability (SEND) of whom seven have an individual education plan (IEP); the school cannot provide for pupils with complex needs. The school provides a modified version of the National Curriculum for England leading to the International General Certificate of Secondary Education (IGCSE) and A-level examinations. It meets the requirements of the Thai ministry which has also approved the school's Post-16 diploma.

The principal has worked in the school for 11 years and took up his current role in August 2023. Senior leaders, although recently appointed, include a mixture of new staff and those with considerable experience in the school. There are 57 full-time staff, including nine teachers who provide intensive English support. Class sizes are small. The turnover of teachers has been high but is now very stable. The number of students in the sixth form has increased significantly to 67. A number of pupils represent national teams in a range of sports while others have achieved prestigious awards in academic international competitions, including science and English.

Report summary

Accreditation status

Traill 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 **silver level**, which reflects the **good judgements or higher** described within this report.

This accreditation is valid from **14 March 2024 to 14 March 2029**.

Overview of main strengths and areas for development

Highlights

- The school's vision and values underpin its curriculum.
- School leaders at all levels are supported by a well-qualified and committed governing body.
- The school has made good progress in the last year, following the COVID-19 pandemic and staff changes.

- School leaders are focused on ensuring consistency of high quality teaching across the school.
- Pupils demonstrate very good behaviour and attitudes and develop good skills across all areas of the curriculum.
- Pupils who learn English as an additional language make outstanding progress.
- The provision in early years is of high quality.
- Careers guidance, that starts in the primary department, is of very good quality.
- Pupils achieve highly in academic competitions as well as in national and international sporting competitions.

Recommended areas for development

1. Boarding pupils and those in the secondary department do not have sufficient access to pastoral support to fully ensure their emotional well-being. Consequently, some pupils are unsure of who to approach to share their concerns. Leaders should ensure that responsive systems are in place to ensure that pupils can always talk to a trusted adult.
2. Teachers know their pupils well, however they do not have all the necessary information to make accurate judgements on their performance against externally benchmarked standards. This means that teachers lack information against which they can track pupils' progress towards international examinations. Leaders should determine how to implement a system which provides such information so that teachers can report accurately on pupils' attainment and monitor their progress.
3. The school does not have a standard approach for identifying pupils with SEND. As a result, identification of need is overly dependent on parents or the views of individual teachers, leading to some pupils not always receiving the help that they need. Leaders should develop a documented system for identifying pupils with SEND with appropriate professional development for all staff.

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

Highlights and Recommendations

- Pupils who arrive with little or no English make outstanding progress.
- Pupils of all ages achieve good standards in mathematics.

- Pupils' achievement in IGCSE and A-level examinations over time is consistently high.
- Pupils make excellent progress in science in the primary department.
- Children make rapid progress in early years.

Attainment and progress in **English** are good. Most pupils do not speak English as their first language. Children reach satisfactory standards in the early years and good standards in other phases. All groups of pupils make outstanding progress, including those who have EAL needs and pupils with SEND. At all stages, pupils acquire relevant vocabulary so that their comprehension work is a strength. Their speaking skills show fluency and confidence, despite some errors in pronunciation and intonation which sometimes obscure meaning.

Children in the early years achieve standards in phonics in line with, or close to the England average. In the primary department, pupils' letter formation, spacing, capitalisation and punctuation enable them to write accurate English sentences. In secondary, pupils successfully write complex sentences. IGCSE candidates and students in the sixth form express sophisticated ideas in appropriate language, writing for different audiences and different purposes. A-level students work at a high level on literary texts, make links between different areas of reading and consider different possible approaches to understanding what they read.

Results in English language at IGCSE represent strong progress from pupils' starting points. Nearly half of the cohort achieve grades 9 to 7. Almost a third of those who study English as a second language also achieve the top grades of 9 to 7. The small number of students who took A level English in the previous year were all successful, but none achieved the higher grades.

Attainment and progress in **mathematics** are good. EAL pupils and those with SEND make good progress and attain well because teaching is matched closely to their needs, with good levels of support.

In the early years, children make very good progress from their starting points. More children attain age-related expectations than the England average. Through a range of practical activities, children represent numbers to ten in different ways, demonstrating sound understanding. They can choose two numbers to make numbers up to ten and write number sentences to express them in as many ways as they can.

Pupils continue to make good progress in the primary department. By the end of key stage 1, pupils suggest innovative ways to solve problems, such as how to measure the length of the classroom with just one measuring stick. In Year 4 pupils present information from their science investigation about freezing and melting points in a bar chart. They make improvements to their graphs, mastering accuracy. By Year 6, pupils can order fractions, decimals, and percentages accurately.

In the secondary department, pupils build on their reasoning and problem-solving skills, continuing to make good progress. They apply what they know to solve real-life problems. Pupils in key stages 4 and 5 do well in international examinations as they have developed strategies to interpret what is being asked of them and to work systematically through problems. A few pupils take their mathematics IGCSE early which enables them to study additional mathematics at A level. In the 2023 examinations, IGCSE pupils attained in line with the England average. In AS and A-level examinations, the small cohort of students exceeded the England average. Results have remained consistently high over time with no difference in the rates of achievement of girls and boys.

Attainment and progress in **science** are good across all phases of the school. In the early years, children progress very well. Although their language skills are developing from an initially low level, they show curiosity about the world around them and talk about how they would feel travelling to the moon, for example.

Pupils make excellent progress in the primary department. They use scientific vocabulary well and are keen to learn about the world around them. In Year 1, pupils study the effect of different insulating materials on the rate of melting as they seek to free toys frozen in ice. In Year 6, pupils understand and use concepts such as metamorphosis and transformation accurately.

Throughout the school there is a strong focus on learning from practical work and applying learning to situations in real life. Year 11 pupils in biology, for example, use complex vocabulary as they determine the impact of recessive and dominant genes in inheritance. Pupils carry out experiments with care and accuracy and record and interpret results well. In the sixth form, students in both the A level and diploma courses make good progress.

Examination results have been consistently strong and mostly exceeded international averages in IGCSE and A level examinations. In 2023, a higher proportion of pupils in

IGCSE examinations gained the highest grades of A* and A in physics, compared to the international average. Pass rates were above or close to the England and international average in the other sciences. At A level, results have also been strong. Not many students take each science but the vast majority pass, although in 2023 few did so with the highest grades. Across the school, girls mostly outperform boys. Pupils with SEND and those with EAL needs make very good progress from their starting points.

Attainment and progress in **computing and computer science** are good. Performance in IGCSE examinations in computer science has been very strong, and at A level, the few students who take computer science do well in examinations. Pupils use devices to support their independent learning and research skills in many lessons. Year 8 pupils understand how websites work and the links between browsers and search engines. In Year 9, pupils in an ICT lesson showed skill in creating a calendar using word processing software by inserting, formatting and customising a table. Year 13 students in economics confidently draw graphical models to show the relationship between interest rates and the money supply.

Pupils make good progress in a range of **other subjects** across the curriculum. Standards are in line with those of the core subjects. In Year 2, for example, pupils with Japanese as a first language read a poem by Kenji Miyazawa to help them develop their skills in writing Japanese script. Achievement in humanities and music is strong. The number of students taking A-level examinations in most subjects is small, making comparisons statistically unreliable. Pupils excel in a range of sports, frequently winning in competitions against local teams with some pupils representing their national team.

Standard 2: Students' personal development

Highlights and Recommendations

- Pupils' behaviour is excellent.
- Pupils' punctuality at lessons is good.
- Relationships between pupils and towards their teachers are highly respectful.
- Pupils enjoy working together in multicultural classrooms.
- Pupils understand themselves as learners increasingly well as they move through the school.
- Boarding pupils enjoy the experience and the company of their peers and staff.
- Pupils appreciate their good fortune and like to help others who do not have the same opportunities as themselves.
- Many pupils take on leadership roles with pride and commitment.

Pupils' **personal development** is outstanding. Pupils' behaviour and attitudes to school are instrumental in the creation of a harmonious community for learning. They have a well-developed sense of right and wrong which is reinforced by the school's provision in personal, social and health education (PSHE) lessons, assemblies and tutorial sessions. They are tolerant and respectful towards those with different backgrounds and enjoy learning with them. In lessons pupils are eager to learn; they are respectful to their teachers and supportive of their classmates. They all want to make the most of their opportunities.

Pupils greet visitors with courtesy and warmth, and readily engage in conversation. Boarders indicate that it is rare for them to treat one another unkindly. Similarly, pupils confirm that they seldom see any discriminatory behaviour or bullying. In all cases, they state that the school deals with the few issues that arise promptly and effectively. Pupils form naturally positive relationships with one another, and they have a clear understanding of how their behaviour affects others. A recent assembly, for example, enhanced pupils' understanding of cyber-bullying, and how to respond to any examples. They agree that the school's system of rewards and sanctions is fair, and that it is applied in a consistent manner. They have a well-developed understanding of the need for rules in a school community.

Pupils' attendance and punctuality are good and in line with UK averages. Pupils' attitudes to school are highly positive. They are eager to learn, and they waste no time. They respond well to suggestions from their teachers about how they can improve their work. They are self-aware and have good self-knowledge because they are encouraged to be independent as learners and as people. They understand that making mistakes is an important part of learning, and they have developed good habits of self- and peer-assessment in lessons.

Pupils take a strong interest in the wide range of activities beyond the curriculum, and in the house system, which strengthens their sense of belonging and community involvement. Pupils grow in self-esteem and confidence in response to the harmonious environment and encouragement of adult members in the school community. They welcome the chance to contribute to the school through formal positions of responsibility, and simply through always doing their best. They are eager to put forward their views, for example in contributing their ideas about the ways in which the school celebrates achievement in academic, athletic and cultural spheres. Boarders willingly do their share of chores in their boarding home, ensuring that the environment is kept clean and tidy. Pupils are proud of the diverse

backgrounds of the school population. They were, during the visit, preparing for International Day, when they celebrate the cultural traditions of their countries, and those of their friends.

Standard 3: Teaching and learning

Highlights and Recommendations

- The quality of teaching and learning is good in all phases of the school.
- Teachers demonstrate good subject knowledge which they use to help pupils make good or better progress.
- Pupils who speak EAL receive exceptional support.
- Very good relationships between teachers and students create a positive learning environment for all.
- Lessons are matched well to pupils' abilities and engage them in their learning.
- The constructive feedback offered to pupils in most lessons helps them know how to improve their work.
- Pupils develop exceptional independent and collaborative learning skills.
- Assessment systems are not yet sufficiently standardised to provide a reliable measure of pupils' progress or to identify pupils with SEND.
- The benchmarking of internal data against England or international averages in the core subjects is not sufficiently established in all phases of the school.

The quality of **teaching and learning** is good across the school. Teachers in the early years and lower primary classes use visual aids and practical resources well to provide additional help for children's learning. Specialist teachers, from Year 5 upwards, use their subject knowledge to help pupils grasp concepts and correct misconceptions. This enables pupils to make good progress. High expectations, combined with support and monitoring from leaders have a positive impact on improving the quality of teaching and learning across the school.

Most teachers plan lessons effectively so that pupils are consistently engaged in their learning; no time is wasted. Tasks and teachers' questioning match pupils' needs so that all abilities make good progress. Teachers use imaginative approaches to deepen and extend knowledge for pupils, including those with EAL. For example, Year 11 pupils used contextual clues to understand the meaning of unfamiliar words; in history Year 7 pupils used a range of resources to map the journey of Marco Polo.

Teaching assistants support pupils during group work in lessons in the early years and primary classes which enables learners of all abilities to make good progress. Laboratory assistants are efficient in ensuring practical equipment and resources are readily available to support science lessons.

Teachers track pupils' progress against learning objectives and use this information to plan their lessons. Leaders analyse assessment information and use this to map the curriculum in most subjects. Through targeted questioning and formative feedback in lessons and books, teachers help move pupils' learning forward. Individual progress for each pupil over time is tracked well for pupils with EAL. Teachers measure pupils' progress from baseline tests at the start of each year to the end of year, however this does not yet provide information of progress over longer periods of time. Results from external examinations and external benchmarking tests are used rarely. This means that there is no reliable information on which to measure or monitor progress against external benchmarks. A standard process for the identification of pupils with SEND is not yet in place, with current identification relying on parents or the observations of some teachers.

Teachers ensure pupils master subject specific vocabulary and skills. For example, in a Year 3 geography lesson, pupils collaboratively built models of rivers to develop their geographical understanding of how river deltas are formed. In a trigonometry lesson, the teacher provided an additional explanation to those who needed it, whilst other pupils began their work. Teachers choose their language well and focus on key words when teaching students with EAL, helping them gain confidence and new knowledge.

Pupils offer and receive feedback from each other in lessons and respond positively to feedback from teachers. Teachers encourage pupils to check their own work and learn from their mistakes in most subjects. Through discussions with their teachers, pupils identify their next steps in learning. As a result, they become reflective learners. They can articulate and record what they did well and how they need to improve.

Teachers regularly plan effective activities for pupils to work independently or collaboratively. Pupils learn to skim, scan, and highlight key words to help them interpret questions. They use technology in some lessons, which enables them to develop research skills and independence. Older pupils use their devices adeptly to gain access to online platforms to complete and check their work, make improvements and to research and use advanced vocabulary.

Standard 4: The curriculum

Highlights and Recommendations

- The curriculum is at least good in all phases of the school, enabling pupils to make good, and often outstanding progress.
- The early years curriculum is of a high quality.
- Provision for students with EAL is outstanding.
- There is a strong focus on developing pupils' skills and understanding their own learning.
- The middle years' programme promotes high standards and very good preparation for high school study.
- A wide range of subjects is offered to examination and diploma level; the diploma course offers a valuable alternative pathway in the sixth form.
- The careers education and PSHE programmes are of high quality and respond well to pupils' needs.
- There is a lack of standardised arrangements for identifying pupils with SEND.

The quality of the **curriculum** is good. It has many strengths including its unique diploma programme which is accepted in Thailand for access to higher education and in many countries in Asia and beyond. The curriculum, including that for Thai language, culture and history (TLCH) meets the needs of the school's international community. The curriculum is broad, balanced and appropriate throughout the school and is enhanced by an interesting and varied programme of extra-curricular activities. It complies fully with legal requirements. It fulfils the school's values in preparing pupils for a global world and for developing lifelong skills in learning. Curriculum leaders have developed schemes of work and review them regularly. Provision in the early years is of a high quality and provides opportunities for learning both indoors and outdoors in a safe and secure environment.

The school pays particular attention to the individual needs of its pupils. Lessons are carefully planned to ensure that there is suitable challenge for all, whatever their individual needs. Pupils who have been identified with SEND are supported well but systems for their identification are not yet standardised, relying on parents or teachers' observations to identify pupils and their individual needs. The provision of intensive intervention for learners who arrive with little or no English is of high quality and enables them to join mainstream classes with confidence and, in many cases, to achieve well in external examinations. The school has developed its programme for gifted and

talented pupils with a range of enrichment activities, including participation in national competitions. A number of pupils excel in sports but some miss significant parts of their educational programme due to the time that they spend away from school.

The introduction of specialist teachers in Years 5 and 6 has raised standards and eased pupils' transition to the secondary school. There is close cooperation between lead teachers in the primary and secondary departments which ensures that learning progresses well and that the curriculum offered builds securely on previous learning. Transition from intensive English to mainstream classes is very good. From Year 10 onwards, pupils are able to follow different pathways that best meet their needs. In the sixth form, in addition to A levels, students can take a vocational pathway leading to the award of the Traill diploma. Careers guidance supports students and families in choosing the right options in school and prepares them well for the next stages in their education. Careers support includes input from external speakers as well as internal events such as an annual careers day, and regular lessons for sixth-form students. Younger pupils attend a local specialist centre where they experience simulated jobs and enjoy a careers 'dress up' day each year. Older students who wish to work in the medical profession undertake work experience in a local hospital. Careers education and the PSHE programme are very responsive to pupils' needs.

The school provides a good range of extra-curricular activities, including sport, performing and creative arts as well as recreational and academic support. Extra-curricular sessions are often oversubscribed in the primary department but are attended less well by secondary pupils. Older students can participate in the International Award scheme and Model United Nations. Over 40 pupils were involved in a production of 'The Wizard of Oz'. The curriculum is enriched through field trips and local and residential visits. Last year over 100 students spent three days in a local monastery, supporting the work of monks.

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

Highlights and Recommendations

- Students benefit from small class sizes and well-qualified teachers.
- Most classrooms provide a good environment for learning with excellent displays, including a vast array of pupils' work.
- Pupils benefit from high quality science laboratories, including a new laboratory for pupils in upper primary.

- The plentiful supply of resources is appropriate to the full range of pupils and is outstanding for pupils with EAL.
- The library is very well resourced and is used extensively by pupils of all ages.
- There is a good range of sporting facilities, including a sports hall, swimming pool and football pitch.

The quality and quantity of the **school's accommodation and resources** are good. Mostly experienced, well-qualified staff work well together to implement the school's curriculum in a consistent way. The revised appraisal system and opportunities for staff to improve their skills through professional development on site, peer coaching and support enhance their ability to continue to increase their skills and knowledge.

Class sizes are small. As a result, teachers know their pupils well and give them much individual attention. The team of nine specialist teachers ensures that the many pupils who arrive with little English, develop their skills and knowledge exceptionally well. Sufficient office, site and security staff play a valuable role in ensuring the school operates effectively.

The school has a large number of buildings on a compact site on either side of two small roads. Security staff ensure pupils are safe as they move around the campus. One building has a lift for access to higher floors. Buildings are maintained well and provide a safe, interesting and attractive environment in which to learn.

Classrooms vary in size and are mostly equipped well with technology. They are enlivened by displays of helpful information and an array of pupils' work. Children in the early years enjoy learning in a safe and attractive environment where they can learn both indoors and outdoors. They have access to plenty of equipment which supports their physical development.

There are plentiful laboratories and specialist areas for ICT and art. Sixth form students have their own study and social areas. There is a well-stocked library which is used regularly by all pupils as part of the timetable. The good range of sports facilities include a large gymnasium, a football pitch and a well-maintained and well-used swimming pool. Boarding accommodation is adequate and the staff work very hard to support the boys, many of whom are high level athletes who enjoy their residential experience. The school is aware that pastoral support for boarders is an area for development.

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

Highlights and Recommendations

- The culture for safeguarding the wellbeing of pupils is strong.
- The school's site is a safe place in which to learn.
- Attention to safety has a high priority and is undertaken meticulously.
- Teachers know their pupils well as individuals.
- Recent changes to the PSHE programme have extended pupils' understanding of themselves and their place in society.
- There is insufficient pastoral support for the welfare of boarders and for senior students.

The care and support for pupils across the school are good. There is a strong safeguarding culture. Systems for ensuring a safe and healthy school environment are effective, supported by strong teamwork. School leaders have a clear understanding of safeguarding requirements and have made significant progress in ensuring that the child protection policy and procedures are up to date. The school implements suitable measures to safeguard pupils' well-being with oversight from a designated member of the governing body and appropriate training of all board members from the lead safeguarding teacher. Record keeping is secure, with appropriate levels of differentiated access, ensuring confidentiality. The school enables new pupils to participate fully in the academic and social life of the school. They settle in quickly and comment positively on the support they receive from staff and fellow pupils.

Pupils mostly feel happy and safe in the school but do not always confide in staff. The school recognises that more systematic, professional counselling provision would help senior pupils to feel more confident when they have emotional needs. The school promotes awareness of bullying and how to combat it. There is a school council which meets monthly. Recent changes in response to the council have included improvements to the extra-curricular programme. The school does not yet identify students with SEND in a standardised way.

The school holds full contact details of parents, and pupils' medical and educational history. There are suitable arrangements for first aid in case of illness or injury, on site or during off-site activities. Written permission is obtained in advance for pupils to be taken to hospital if parents cannot be contacted in an emergency. Medicines are stored securely. The site is covered by CCTV. The

cafeteria is spacious and clean and serves a variety of healthy meals of high quality. Standards of hygiene in the kitchen are exceptionally high.

The school makes suitable arrangements to ensure that those collecting pupils under the age of 11 are known to the school, and rigorous checks ensure safe handover of pupils at the end of the day. The school carries out appropriate risk assessments in school and for off-site activities and takes steps to mitigate any risks identified.

Electrical equipment, including portable appliances, is maintained to an appropriate standard and subject to regular checks. The school has imminent plans to strengthen further its network security so that pupils cannot gain access to inappropriate content. Chemicals used in teaching as well as other hazardous materials are stored and used safely. Swimming coaches are suitably qualified and the pool's water quality is checked regularly. Fire precautions are effective, with good signage to exits and regular checks of fire equipment. Emergency evacuation procedures are rehearsed regularly and analysed to see if improvements can be made. The school's transport is regularly serviced and is in good repair. Those permitted to drive the vehicles provide evidence of licences and health checks.

The school offers boarding provision with adequate sleeping accommodation, dining and washroom facilities. The school gives appropriate attention to health and safety, in the boarding house. Weekend activities are improving in range and quality. Boarders are integrated well into after-school activities although many spend much of their non-academic time training for sport and competing successfully against other schools. Staff supervise their activities after school hours although there is currently insufficient access to personal support. Boarders speak highly, however, of the quality of their experience, and the sense of community.

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

Highlights and recommendations

- Parents trust the school's leaders and staff and find them very approachable.
- The school listens well to parents and actively seeks their opinions.
- Parents feel that the school has an established reputation and appreciate that many leaders have been known to them for a long time.
- Parents are highly appreciative the quality of English teaching provided to their children.

- Parent-liaison officers are readily available to support parents well through interpreting.
- The school enriches its curriculum through visits in the local and wider community and welcomes a range of visitors to the school, thus extending opportunities for students.

The school's **partnership with parents and the community** is good. The school's new senior leaders have established strong relationships with parents who are confident that the school is managed and led well. They know that their views are listened to and feel that they are partners in the education of their children.

The school provides effective communication through email, its website and regular access to computer-based applications. Parents sign a handbook each week, updating them on their child's education. Parents of children in the early years and in the primary department have especially strong links with teachers and feel that they understand what their children are learning and how to help them. Parents appreciate the availability of staff who speak Thai, Chinese, and Japanese. They feel well informed about the progress of their children. The school provides four helpful reports each year, followed by conferences with teachers.

Parents are proud that their children come to the school and feel that the staff and leaders care deeply for their children's academic and personal development. They are reassured that their children are always safe and enjoy coming to school.

The parent-teacher association meets regularly and plays a key role in developing special events alongside the staff, such as the Family Fair. They also make suggestions for school improvement. They have asked for more sessions to understand aspects of the school's curriculum and teaching approaches and the subsequent informative workshops have been attended well and enjoyed.

The school has an appropriate complaints policy displayed on its website. Parents believe that staff and leaders are very accessible to them, and issues are resolved quickly. No complaint has escalated to the formal stage of the process.

Pupils are active in the wider community through charity events such as raising funds for an orphanage in the north of Thailand. They are currently planning to share funds from their stalls on International Day to pay for sports equipment in a school which they visited recently. In the previous year over 100 pupils spent three days in a local

monastery and the school recently welcomed an important group of women from the United Nations who spoke with pupils about their roles.

Standard 8: Leadership and management

Highlights and Recommendations

- The school is governed, led and managed well with good capacity to make further improvements.
- Following the COVID-19 pandemic, the school saw the need to re-establish its vision and values which now provide a clear and positive direction.
- The school has made good progress against the areas for development identified in the previous accreditation report.
- The governing body provides clear direction and support for the school and its relationships with senior staff are very good.
- The governing body combines well its role in holding the school to account and supporting its development.
- Recent appointments to senior and middle management positions have had a positive impact on the quality of teaching and learning.
- Leaders ensure a safe environment for learning and the leadership of all matters relating to health and safety and safeguarding are of a high standard.
- The increased focus on staff development has had a positive impact on teaching and learning.
- The lack of external benchmarking impacts on leaders' ability to ensure accountability and accurately plan teaching for some pupils.

The **leadership and management** of the school are good. The school is now moving forward positively under new leadership. The school has recently made good progress against the areas for development identified in the previous accreditation report. Senior leaders, many of whom have been in school for substantial periods of time, work well collaboratively to implement the school's values and vision. As a result, pupil numbers have risen and, in the sixth form, are at a record level. Senior and middle leaders have high expectations and influence strongly the introduction of consistent approaches to teaching. Middle leaders have been empowered by the senior team and work well to ensure that policies relating to teaching and learning are implemented consistently within their area of responsibility. They model such practices well, giving them credibility with their team members.

Leaders have made available greater opportunities for staff development, including the introduction of peer coaching, to which teachers have responded positively. This is

beginning to have a positive impact on classroom practice. The revised appraisal system is now centred on targets for the school's development and personal targets for teachers. Through the efforts of senior and middle leaders, staff retention is now strong.

Leaders have recently strengthened approaches to staff appointments, ensuring that selection processes are fully compliant with equal opportunities and appropriate checks are in place to ensure that suitable people are appointed. This information is now recorded on a central electronic register. Senior leaders have recently revised the safeguarding policy and have put in place an extensive and ongoing staff training programme which includes all staff on the premises, including those not contracted by the school. The leadership of all matters relating to health and safety is conducted in a meticulous way.

Given the recent appointment of a new principal and many senior leaders, planning was established through a short-term strategic plan that will be reviewed towards the end of the current academic year. Leaders understand their school well and, where improvements need to be made, are keen to listen to advice from trusted external sources to ensure that there is a wider view of ongoing progress. Many changes in software have resulted in more efficient administrative practice. For example, pupil progress data is now shared appropriately and faster, leading to improved communication between staff and better support for pupils. There are currently insufficient measures in place to monitor pupils' performance standards against external benchmarks which limits teachers' ability to measure fully pupils' progress.

The very stable and experienced governing body, led very well by its owner, is involved fully in the school's development and works in partnership with the principal and senior school leaders. It is understandably proud of the school's tradition and has a clear and ambitious vision for its future. It provides much specialist expertise and plays an important role in holding the school to account through its regular meetings with senior staff and in setting targets for the principal. The governing body knows the school well and identifies where to support and challenge school leaders to make improvements. It is involved fully in the development and review of the school's policies.

Governors and school leaders share a strong commitment to ensuring that their actions impact positively on pupils and that as many as possible enjoy access to the school's academic and sporting traditions. They are keen that pupils leave as well-

rounded individuals. The school complies fully with its legal requirements and is well-managed financially. A governor has recently taken on the important role of working with the school on safeguarding.

Leadership takes seriously its responsibilities towards pupils with particular needs and has established a large, successful team of teachers working to develop pupils' skills in English. An experienced governor works closely with the head of Thai and also liaises closely with the Ministry of Education and ensures that Thai language, history and culture are an important part of the school's provision.

Standard 9: Quality and provision for Thai Language, Culture and History

The school's TLCH curriculum follows the national Thai curriculum framework which is based on the Office of Private Education Commission's (OPEC) Thai language and cultural guidelines for international schools. School leaders are supported by a governor with designated responsibility who works closely with the head of department and ensures that these requirements are met. Teachers are well-qualified and benefit from professional development as well as mentored support which has resulted in improving practice. There is mostly clear progression in the curriculum, assured through regular review meetings and curriculum mapping.

In the early years, there are two language lessons weekly, five from Years 1 to 9 and three in Years 10 and 11. There are separate lessons for native Thai and non-Thai speakers. Learning about Thai culture and history is supplemented through special events, school trips and clubs.

A few pupils study Thai at IGCSE level. In examinations in 2023, IGCSE results were below international averages. In the current year, school leaders have begun to secure improvements. Although teachers track pupils' progress against the curriculum, this is insufficiently detailed for younger learners. The heads of secondary and TLCH work closely, assessing pupils' progress through their written work. Teaching strategies in TLCH lessons are increasingly aligned with other curriculum areas.

Children in the early years learn the alphabet through songs and match them with pictures. Thai speaking pupils in Year 5 read about natural disasters that affect local areas and then created posters describing the effects. Year 9 native speakers engage in discussions about Thai idioms which pupils use in their writing. Non-native speakers learn conversational Thai that they can use whilst living in Thailand. In primary classes,

they learn how to buy local fruit in a market and older pupils learn useful language for visiting a hairdresser or barber. Pupils work independently and collaboratively, with visual and practical resources to help them achieve well.

Teachers provide a grade and a comment about pupils' achievement and effort in reports to parents. Thai parents have expressed satisfaction with the attention given to all aspects of Thai language, culture, and history.

Pupils' understanding of Thai history and culture is enhanced through visits to historical sites such as the old Thai capital of Ayutthaya and King Rama's summer palace. The whole school takes part in festivities to celebrate Wai Kru, Loy Krathong and Songkran. Parents and visiting monks help to make these celebrations authentic with local resources such as flowers and traditional costumes and food.