

Regents International School Pattaya

ISQM Accreditation Report

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1. Introduction

1.1 CfBT 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 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 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 on-going development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

Principles underpinning the CfBT accreditation model

- 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 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 four CfBT Education Trust inspectors. It was a re-accreditation process for this school. Colleague inspectors from Sor Mor Sor will visit the school at a later date and will report separately on the Thai language and culture.

The CfBT inspectors visited and observed 62 lessons in the core subjects and across a selection of the other subjects taught. They held 24 meetings in total including those with: a representative of the governors; the Principal; school staff and parents; and talked with representative groups of students. The inspection team also made general observations of the school at work and before and after lessons. The inspection team examined, amongst other items: the school's self-review document which reflected the school's self-evaluation; school's strategic and development plans; policies; assessment and tracking systems; safeguarding procedures; parent and student survey results, and students' work.

Team Members

Lead Inspector: Stephen Fletcher

Team Inspector: David Twist

Team Inspector: Sally Lane

Team Inspector: Gill Hepworth

2. School context

Regents International School, Pattaya was founded in 1994. The school is a privately owned, non-selective, multi-national school community with students from over 50 different nationalities. The main languages spoken are English, Thai, Korean and Russian; the majority of students speak English as an additional language. The school's stated aim is: 'Through exceptional opportunities, outstanding support and motivation our students become resourceful, responsible and confident learners.'

The school campus is situated at 33/3 Moo 1, Pong, Banglamung, 20150, Thailand. In 2012, the school joined the Nord Anglia Education group of schools.

Currently, there are 1152 students on roll aged between three and 18 years. There are 652 students in the early years and primary phases; the secondary phase and sixth form have 500 students.

Children in the early years enjoy a curriculum based on the Early Years Foundation Stage. Students from Year 1 to Year 9 follow a modified version of the National Curriculum for England to reflect the school's international student population and its location in Thailand. The curriculum includes the Thai language and culture. Secondary students are offered the Cambridge and Edexcel International General Certificate of Secondary Education (IGCSE)/General Certificate of Secondary Education (GCSE) courses. The International Baccalaureate (IB) is studied by students in the sixth form. Students successfully move onto higher education and have won places at numerous universities in Thailand and overseas. Most of the teaching staff is expatriate with a wide range of international experiences. The majority are United Kingdom (UK) educated and trained. Staff turnover is relatively low with an average length of stay of four years.

Report summary

Overview of main strengths and areas for development

Report headlines

- Children get off to a strong start in the early years. They enjoy high quality and wide-ranging programmes of activities that are closely matched to their needs.
- Many children join with limited English, but make strong progress in all areas of learning as a result of skilful support.
- Consistently harder challenges, supported by good resources ensure almost all students achieve a solid grasp of key number concepts.
- Students in primary and secondary make at least good progress. Most students who speak English as an additional language make very good or excellent progress from their starting points as a result of the strong support they receive.
- Secondary and sixth form students make good progress and reach above average standards at both IGCSE and IB levels.
- Leaders acknowledge the need for clearer and consistent transition arrangements between the primary and secondary phases, including the use of fully moderated assessment data.
- The continuing investment made by the Nord Anglia Education (NAE) in improving information and communication technology (ICT) resources and appropriate training of staff is having a positive impact on the standard of students' ICT learning outcomes across the school.
- Excellent relationships between students, and between teachers and students, enhance students' positive attitudes to their learning.
- In all departments, most teachers demonstrate a strong understanding of how their students learn best, and a majority delivers well-prepared and thoughtful lessons, which meet the differing needs of the students.
- The exceptional programme of enrichment activities, extended learning, international and local visits and trips enrich students' appreciation and awareness of different cultures, environmental issues, community links and charitable work, develop sporting and musical talents, as well as giving opportunities for leadership.
- The school's management has been successful in raising the school's infrastructure standards. Accommodation and resources have improved in recent years.
- School leaders are developing comprehensive development plans on a primary and secondary basis; there is no whole-school development (from early years to sixth form) to align to the over-arching strategic plan.
- The students, staff and families benefit from outstanding links with local and international communities and organisations.
- All members of staff are actively engaged in their own professional development; when opportunities arise, staff endeavour to share good practice.

- The Principal, leaders throughout the school, and NAE demonstrate a strong capacity and commitment to drive through initiatives aimed at further improving the quality of education and overall life experiences at the school.

Accreditation status

This report recommends to the CfBT Education Trust Accrediting Board that the school should be awarded the *ISQM at Silver level*.

This accreditation is valid from *May 9 2015 to May 8 2018*

Recommended areas for development

- Establish clear, consistent, whole-school expectations in
 - development planning
 - sharing of best practice
 - promotion of seamless transitions for students between the primary and secondary phases
 - the rigour of external moderation assessment systems, particularly at the ends of lower key stages.
- Further enhance the school's provision for students learning English as an additional language, including the training of all teachers to employ effective support strategies in their everyday lessons.

Standard 1: The standards reached by students in their work and the progress they make in the early years , and in the core subjects of English, mathematics, science and information and communication technology (ICT).

The early years

The majority of children arrive in pre-Nursery, Nursery or Reception with little understanding of English, and often limited social skills. Through the high standard of early years provision, almost all children make outstanding progress across all areas of learning. As a result, by the time they leave to join Key Stage 1, almost all children achieve the learning goals set for them, and many exceed these standards.

The progress children make in the early years to use English in order to communicate is outstanding because language development is at the heart of the learning environment. By the end of Reception, children can speak English with each other and to adults. They understand simple questions and can respond with some confidence. Many have made a good start in reading and some make a good attempt

at reading unfamiliar words using their knowledge of the sounds that letters make. This secure grasp of phonics is also evident in their early attempts at writing.

Progress in children's mathematical understanding is very good. They have excellent opportunities to use practical resources to develop and reinforce their awareness of number, shapes and measurement. For example, Reception children cut individual lengths of string as they answer the question 'How tall are we?' They are learning to match numbers to objects and most are beginning to apply their newly acquired knowledge of number to answer simple number calculations.

Children gain an understanding of the world around them through activities designed to encourage experimentation. In Reception, children learn that to release insects embedded in ice, they need to use salt.

In the early years, children confidently use ICT in their language, mathematics and topic work. For example, Reception-age children practice their phonics by matching cards images and words on the interactive whiteboard. In pairs, children use dedicated software to reinforce their counting skills. Using the computers enhances their speaking and listening skills. In Nursery, children confidently use tablets to reinforce their one-to-one matching skills. This leads to good language developments as they share their thoughts with peers and pose age-related questions, such as 'Why is that face smiling and that one looks sad?'

English

Highlights and recommendations

- Children in the early years are reaching above the age-related expectations in literacy with most making at least good or very good progress especially in their speaking and listening skills.
- Across primary, secondary and sixth form phases, standards are overall above expectations in English with a few students attaining highly.
- Overall standards in English during Key Stage 3 have dipped because a number of students who speak English as an additional language join the school in these year groups.

In primary, secondary and sixth form, standards have risen and most students reach above, and some well above, the expected levels in English. Their reading and writing skills are generally positive, although levels of comprehension shown by the older students are weaker. This is because they find the nuances of the language a little difficult to interpret, especially in Key Stage 3 where a number of students who speak English as an additional language have joined the school in later years. There are many opportunities for students to develop imaginative writing. For example, in Year 2 they enjoy sharing their writing about the adventures of Mungo with each other and gaining an insight of different styles of writing. Year 5 students are developing greater understanding of rhythm and rhyme when reading poetry and

clapping the syllables in words. Equally, students respond to less tangible concepts such as in Year 8, the interpretation of the mood in World War 1 when reading the poems by Wilfred Owen.

Speaking and listening skills improve rapidly from year to year in primary and secondary. Students gain confidence and contribute enthusiastically to class discussions even when their language skills are limited. For example, in Year 10 a group of students had great fun trying to speak about a text for a minute without 'hesitation, deviation or repetition'.

Students' workbooks and school tracking show that students are making at least better than expected progress from their various starting points and this is supported by the progress observed in lessons. In primary, students learning English as an additional language make exceptionally good progress because of the additional support they receive and the close cooperation between class or subject teachers and the specialist staff.

Mathematics

Highlights and recommendations

- Most students make good progress overall in mathematics through each key stage, with some developing into outstanding mathematicians.
- Overall standards of attainment compare favourably with both UK and world averages, and have risen steadily over the last three years.
- The longer students have been with the school, the better their overall progress.

As they move through Key Stage 1, students consolidate their ability to handle basic number operations and learn properties of simple geometric shapes. Year 1 students, for example, construct three-dimensional shapes from memory using cocktail sticks and play dough. In Year 2, more able students can solve compound problems such as 'If I have a pound and spend 17 pence, which two objects could I still buy from the list?' Students' mathematical skills build quickly as they move through Years 3 to 6. By Year 4, most can employ their problem-solving skills to answer questions on time when clocks are missing either a minute or hour hand. Levels of challenge are steadily raised. By Year 6, students' work shows a strong grasp of more complex number work such as conversion of units, and other elements of the programme such as identifying missing angles, or substituting number in simple algebraic equations.

In Key Stages 3 and 4, students continue to progress well and examination results have risen significantly since 2012. By Year 9, the vast majority of students achieved their expected level in the most recent data available, with over 90% making good progress. School information shows that all students are reaching their targets in the

current year. As some joined the school with limited English with which to access the curriculum, this represents significant improvement. Knowledgeable direction by teachers and attentive effort from students combine to develop competent mathematicians. In Year 7 for example, students are keen to use their calculator skills in supporting their work on proportional reasoning. In Key Stage 4, the most recent IGCSE results are broadly comparable to world averages overall, but a majority of students achieved the highest grades, again showing steady improvement year on year. In the IB programme, standards have again been driven up and students' point scores recently exceeded world averages. Progress for individual students varies widely from expected to outstanding in the current cohort, in relation to features such as attendance and commitment. Overall, it is good. Excellent initiatives such as the analysis of responses to examination questions, the drive to improve student feedback and the additional focus on problem-solving skills have helped build an excellent base for further development of the subject.

Science

Highlights and recommendations

- Standards in science are above average across the school, and particularly strong in the IB. Many reach the aspirational targets set for them.
- Students enjoy learning science, particularly through interesting activities and investigative approaches.
- Recent improvements in progress in the primary phase are due to higher expectations, weekly teaching, improved home-learning tasks and liaison with secondary specialist colleagues.

Students' scientific enquiry skills develop well throughout Key Stages 1 and 2. They achieve results just above UK averages and make good and improving progress during the primary phase. They develop their scientific thinking in Year 1 through understanding the concepts of observation and prediction. In Year 4, they make models to understand how the ear works and plan their own investigations, carrying out fair tests with support. By Year 6, students understand the role of different organs involved in digestion and have carried out a live dissection of the heart.

Attainment in IGCSE's in separate science subjects has consistently been above global averages with most students making the progress expected of them. The vast majority of students took a double science qualification in 2014; results were below global averages with many students performing below the target set for them. The school no longer enters students for this examination, so that all choose either one, two or three separate science subjects, depending on their ability and future career aspirations. Younger secondary and some primary students are given opportunities to learn science through 'Challenge Based Learning' (CBL), where students work collaboratively and independently using an investigative approach. They find things out for themselves and enjoy learning in this innovative way.

Students studying for the IB perform just above the world averages in all science subjects. Students made better progress in physics and environmental systems and societies than they did in chemistry and biology in 2014. In Year 12, students carried out independent investigations to select the most appropriate fuel for a survival trip

using a calorimetry experiment, while others tested the effects of acid rain on germination.

Information and communication technology (ICT)

Highlights and recommendations

- Students' ICT knowledge, skills and understanding are generally good, with outstanding elements present at certain points across the age groups.
- Most students make excellent progress during their time in school.
- Outcomes have improved in this aspect of students' learning since the school was last accredited.

By Year 6 almost all students are reaching standards expected of students of their age in both the local and UK context; a significant majority achieve at higher levels.

Overall, this represents good or better progress as they move through the different age groups but there is some lack of continuity and progression because the levels of work and curricular expectations for each year group are not always made clear enough. For example, in developing their programming skills, Year 6 students programme 'human' robots to construct paper cup towers and talk confidently about the way they use their ICT skills both in school and in the world beyond school. By the end of Key Stage 2, students are able to work constructively in groups, demonstrate their expertise and apply their growing understanding of different ICT applications.

Enthusiastic groups of students in Year 8 enjoy the opportunities to create games with a simple visual programming language. This activity encourages creativity, problem solving, storytelling, as well as programming. Through the secondary years, students make good or better progress and are reaching levels that are at or above age-related expectations in their ICT skills when benchmarked against both UK and international standards. Importantly, most students are able to use and apply their knowledge and skills to research and present information which supports their learning in other subjects. A good example was the vibrant Year 10 business studies lessons in which students fully utilised their computer slide show presentations to enhance their messages regarding the case for introducing a school radio station.

A significant strength of the older students' work in ICT is their ability to understand the importance of audience and purpose when presenting information and discussing views. For example, a Year 12 science group used an online forum to ensure that all students, irrespective of their confidence levels, to engage in a discussion regarding advantages and disadvantages of genetically modified crops. Students' progress throughout the school is improving as ICT learning outcomes for individual year groups are made clearer through the curricular expectations.

Standard 2: Students' personal development

Highlights and recommendations

- Attendance is high and punctuality is outstanding; together they greatly enhance the students' positive attitudes to their learning.
- Behaviour throughout the school is exemplary and strongly supports good and outstanding learning.
- Students have a great sense of duty to those who are less fortunate and clearly understand the difference between right and wrong.
- Excellent relationships between students and between teachers and students.
- The very positive uptake by students of activities available to them.

Students' personal development is outstanding. Students clearly speak with enthusiasm and affection about coming to school. This is reflected in the very good attendance figures. The behaviour of students of all ages is exemplary. They show excellent self-discipline and a real maturity in lessons and when moving around the school. The school is virtually free from bullying, racism and other forms of hurtful behaviour and students are confident that, should there be any incident, teachers would swiftly take action. Younger children play well together and students of all ages work as a team by listening to, and valuing, the contributions of others.

From a young age, students have strong morals and a real sense of fairness. This is demonstrated in their desire to help those who are less fortunate and their behaviour towards adults and one another. Students' attitude to school is exceptionally positive as shown in their willingness to participate in lessons and the broader range of school activities. In lessons, they ask unprompted questions and volunteer ideas. The uptake of extra-curricular activities, events and competitions is high and they participate with great enthusiasm.

Every care has been taken to provide each student with an opportunity to find something at which they can excel. A wide range of events, activities and competitions on the annual calendar are deliberately selected to enable all students to find their strengths. Examples of this are seen in concerts and house competitions where they have opportunities to share their skills and talents. Such opportunities help to develop students' self-knowledge, self-esteem and self-confidence and this enables students to flourish. As a result, they lead projects and initiatives and many have roles and responsibilities that are taken very seriously.

The wide range of nationalities in the student population allows students to learn about different cultures through social activities. The school positively promotes that they acquire an appreciation of, and respect for, their own and the cultural traditions of others. This is achieved through international events and other festivals where art, music, the food and the traditions of different cultures are shared. In addition, the

personal, social and health education (PSHE) curriculum across the school positively promotes respect for other people's differences, particularly their feelings, values and beliefs.

Standard 3: Teaching and learning

Highlights and recommendations

- Teachers' strong subject knowledge and confidence with their subject or year group material.
- Strong student engagement in their learning and a willingness to work both independently and collaboratively.
- Focused and effective feedback and marking of students' work that supports them in making improvements.
- Good support from teaching assistants which enables teachers to cater well for the range of students' needs.
- High quality specialist support offered to students who join with limited English skills.
- Assessment systems, particularly at the ends of lower key stages, would benefit from the rigour of external moderation.
- Ensure that all staff are trained to use effective strategies to support additional language learners.

There is good teaching across all phases of the school and a significant minority of the learning seen was outstanding. Teachers are well qualified for their roles and have a solid grasp of their subjects. Skilful specialist teaching is offered to those students who are in the process of developing their English skills. Most are quickly able to access their curriculum as a result, although the picture would be even stronger if some of these skills were shared as part of every teacher's approach.

Teachers make it clear to their students what is expected of them, and most lessons feature a good match between these learning objectives and the activities selected to help students achieve them. Questions are carefully chosen to elicit students' grasp of the lesson material and extend their understanding. It is not unusual for example for teachers to ask 'Why do you say that?' in order to prompt fuller explanations and reveal students' depth of understanding. Teachers are very good at checking their students' grasp of concepts and ideas, as they circulate to assess their progress in lessons. Mostly, misconceptions can be corrected with a brief intervention but, sometimes, teachers can postpone lesson content and move to reinforcement of aspects that are not sufficiently secure. This responsiveness on the part of teachers helps promote effective learning and increased understanding as it ensures that students are building on solid foundations.

Teachers frequently set a range of key tasks, which challenge their classes at differentiated levels. Mostly this strategy is highly effective, but some achieve a closer match of challenge to ability than others. On occasions, the most able students could tackle even more difficult challenges if pushed. In secondary classes, the provision and challenge of differentiated tasks are inconsistent in their impact on learning. In part, this is because students are placed in sets according to similar ability, but there is still an occasional need to offer different challenges or levels of support. In the early years, first-hand practical experience is the regular vehicle for children's learning. All aspects of the early years curriculum are effectively promoted through a wide range of stimulating activities. Reception children, for example, learn to use correct vocabulary and to work together as they run the check-in desk at their 'international airport'. They demonstrate their grasp of the systems as they confidently announce to a prospective traveller, 'If you don't have a passport, you can't fly!'

Teachers and their assistants work together well as a result of clear briefing about the aims of the lesson. Assistants regularly take charge of groups within the class and their questioning skills and the support they offer to learners are very valuable.

The degree to which teachers are able to make effective use of key assessment information in lessons varies. Most are able to group students according to their proven ability, with hard or easy tasks allocated accordingly. On a few occasions, less able students can find tasks too difficult and more able students can find themselves coasting. End-of-key-stage assessments would benefit from the rigour of an external view to verify their accuracy.

Students have an excellent overall attitude to their work and, when combined with the positive relationships established by teachers, this creates a very effective working atmosphere. Students of all ages are happy to work independently, but respond equally well when required to collaborate with their peers. Through marking and feedback, there is a frequent student-teacher dialogue, which promotes students' understanding of their strengths and of the areas needing attention. Improved marking has been a recent priority and, in most subjects but not all, students regularly receive informative and developmental marking, which helps them focus their next efforts. The school has set a vision for how it should judge the effectiveness of the students' learning experience and this is paying excellent dividends.

Standard 4: The curriculum

Highlights and Recommendations

- The broad and balanced curriculum throughout the school from the early years to IB gives students enjoyable learning experiences.
- Support for students who have special educational needs and for those learning English as an additional language is outstanding, particularly through the bespoke intensive programmes on offer, which have an excellent impact on students' progress throughout the curriculum.
- The transition from primary to secondary phases of education is under review. It does not currently prepare students effectively or give teachers the depth of information they require to meet individual needs from the start of Year 7.
- The provision for PSHE is not adequately tracked or rigorously planned, particularly in the secondary phase.
- There is no careers adviser currently in post. As a result, students' careers education is limited.

The quality of the curriculum is outstanding. It is broad and balanced and is very successful in offering wider opportunities for students to develop their particular talents. For example, a flourishing music programme encourages those with musical ability. Collaboration with the Julliard performing arts school in New York provides opportunities for those with ability in music, dance and/or drama. The school has been a member of the 'Round Square' organisation since 2001. As a result, students have an appreciation of international and regional community projects and participate annually in a week of activities based around the organisation's 'IDEALS': international; democracy; environmentalism; adventure; leadership; service.

The early years curriculum provides an excellent range of free flow and learning activities to support children's development. The early years curriculum is now extended into the first term of Year 1 to aid transition. The primary school follows the new English National Curriculum. Teachers have written new long-term plans to reflect the changes, which are constantly reviewed. Weekly science teaching now takes place and scaffolded CBL is a key feature of this, both in primary and in Key Stage 3. Students enjoy these engaging activities and develop strong independent and collaborative learning skills alongside the ability to solve problems and research. The transition from primary to secondary is not as effective at Key Stage 3 due to inconsistencies in interpreting the standards reached between the phases. Students have 15 subject courses, including compulsory modern foreign languages and Thai language lessons. At Key Stage 4, students work towards IGCSE examinations and have free option choices from 19 different subjects in addition to the compulsory core subjects. They receive good guidance in making their choices. In the sixth form, students follow either a full IB diploma including six option choices, Theory of Knowledge (TOK) and Community Action Service (CAS) or individual diploma courses. Students' progress is closely monitored throughout the school.

The school has a non-selective admissions policy and has a very strong commitment to inclusion to meet all additional needs, including for those students who are learning to speak English as an additional language. The learning support department ensure interventions, both inside and outside the classroom happen quickly, once assessment has taken place. They also work closely with outside agencies such as 'The Village' to help those in need of support from, for example, a speech therapist. Bespoke programmes are created where necessary, particularly in Key Stage 4. The curriculum has an excellent impact on the progress of students learning to speak English as an additional language. The school now employs qualified and experienced teachers to give intensive support and has addressed whole staff training needs in speaking English as an additional language. Some teachers do still require further help in supporting these students in their classroom. The school has created a one-year intensive English programme (RISE) this year to help students aged 16 years to access IB diploma courses. They also run REAL where students receive intensive support in learning English in place of some subjects. They have a staged withdrawal from this support once their skills are sufficiently well developed. Support teachers regularly take part in weekly planning meetings, student progress meetings and are involved day-to-day in supporting classroom teachers.

The school's provision for PSHE in the secondary phase is currently under review with two days development due to take place. A newly appointed coordinator is ready to take up post. Assemblies cover pertinent issues, and in primary, the curriculum and circle time address issues as they arise. Regents is a healthy eating school and offers plenty of sporting opportunities. Even so, there is a legacy of outlets on the school site selling unhealthy food.

Students in the sixth form receive plenty of support for their university applications, including presentations from university advisors. A residential at the start of Year 13 has a careers and university focus. However, the school recognises the gap with regard to the careers advice in choosing appropriate subjects earlier to meet students' life choices. The 'Thinking Futures' programme has started in Key Stage 2.

An exceptionally broad and varied extra-curricular programme enhances the curriculum. All students take part in compulsory sessions twice a week after school. Boarding students have extra opportunities every day after school and on Saturdays. Other opportunities include trips in Thailand, for example to an elephant conservation centre or further afield such as a Malaysian adventure where students take part in night safari jungle treks.

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

Highlights and Recommendations

- The well qualified, experienced and committed teachers who have a good impact on the progress of students.
- The school's commitment to high quality professional development.
- The considerable recent improvements in the accommodation and resources across the school and future plans for further growth and development.

The school is well staffed with experienced and well-qualified teachers and support staff. Improvements in the number and quality of staff in the English as an additional language department have had a considerable impact on the rapid progress these students are making. There is a favourable adult-student ratio in most classrooms, allowing teachers and support staff to meet the full range of students' needs. All teachers in the secondary phase are specialists in their subject. Additional leadership roles are being created to improve aspects of the curriculum and the personal development of students. All staff have undergone child protection training. Staff are committed to furthering their professional development and sharing good practice. Spending on training has tripled since 2013, and is used wisely to meet the needs of individuals based on findings from staff audits, appraisal and observations and is effectively monitored by the continuous professional development coordinator. The NAE leadership programme is effective in developing aspiring leaders.

The school's accommodation and resources have improved considerably in recent years. The school has a four year plan to expand and upgrade its accommodation based on the growth in student numbers. The facilities for teaching specialist subjects such as science and design technology are in need of refurbishment, but improving health and safety has been the priority. However, plans are in place to improve both accommodation and resources in all specialist areas. The early years benefits from spacious accommodation with generous free-flow indoor space in addition to outdoor learning areas.

Resources are used well to support the academic progress of students. The upgrading of computers and of the Wi-Fi are both having a positive impact on the use of technology. Teachers can now reliably use their interactive whiteboards to good effect. Teachers in the early years, and in the special educational needs and English as an additional language departments make very effective use of numeracy and literacy software to improve the progress of their students. Spending is targeted wisely and resources are sufficient to implement the curriculum successfully.

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

Highlights and Recommendations

- High quality of student support by all staff at the school.
- Comprehensive induction support.
- Robust policies and practice for health and safety.
- A high level of awareness among staff of safeguarding procedures.
- Security systems for the school site.
- High levels of behaviour and an anti-bullying culture.
- Students lead healthy lives with a commitment to physical exercise and a good diet.
- Students value the culture of consultation, where their views are respected and acted upon.
- The boarding provision offers a fully safe and secure environment at all times.

The care and support of students are outstanding. Comprehensive induction arrangements help students to immediately become part of school life and this continues as they move through the school. They have extremely good and trusting relationships with many adults so that any student who has emotional or personal problems knows that there is someone available to turn to for support. The school's behaviour policy (including anti-bullying) is fully understood, and students confirm that they feel very safe at school and enjoy positive relationships with each other. The quality of behaviour observed was consistently high, engendered not so much by any policies, but by the mutually supportive nature of the school community where everybody treats each other with respect and understanding. Students confirm that, through the school council, they are fully consulted on their views. As a result of formal meetings and, equally, through daily conversations between students and staff, students know that their views matter to the school and that the staff are committed to acting upon ideas and suggestions made by them. For example they have made a significant contribution to the development of a cyber-bullying policy.

Student records with medical and educational information are securely stored and arrangements for the use of medicines are agreed between parents and the medical centre. Students are encouraged to lead healthy lifestyles with plenty of opportunity for sports. They enjoy a balanced diet at lunchtime and have a very healthy choice of meals, including a salad bar, and a tuck shop that offers sensible foods. Staff supervision of students is well managed at breaks and is unobtrusive and supportive. Details of individual food allergies are posted on the health and safety noticeboard in the staff room. Epi-pen training has been given to staff who have students who may potentially require this emergency response.

Parents are fully involved in all levels of care with many ways of communication to ensure a two-way sharing of information. The health and safety arrangements in the school are strong and all procedures and policies comply with the requirements of the authorities. Risk assessments for aspects of the school such as the prevention of fire, potential hazard areas, the school kitchens and the taking of students on excursions are very comprehensive and effective in practice. They also cover any recommendations from foreign embassies of nationalities represented in the school. Child protection procedures are well understood by staff, who benefit from training in all areas of pastoral support. The security of students is given a high priority. As a result, site security is rigorous and ensures the careful checking of all adults in the school, including parents. School owned and rented vehicles that transport students are regularly serviced, are in a good state of repair and drivers have the appropriate licenses to drive them.

The outstanding boarding facilities have undergone major upgrading to improve the provision of a healthy and safe environment. Custom-built furnishings have been installed and air conditioning units replaced with new independent ones in the girls' boarding and a new central chiller unit in the boys' boarding. Bedroom sizes are good and any sharing of bedrooms appropriate with no overcrowding. Health and safety issues are regularly reviewed by the team and acted upon when necessary. There is a strong sense of pastoral care for the boarders by their house parents, with a dedicated and stable boarding team. The after school and weekend activities' programme is well planned to deliver a mix of academic, social, active and cultural development with flexibility for students to study, with the support of teachers. Systems for monitoring students while in the houses or leaving out of school hours are robust. Safe and effective provision is in place for accompanied travel to airports.

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

Highlights and Recommendations

- Frequent high quality communications ensure parents are kept very well informed.
- Written reports to parents indicate whether their children are performing at, above or below expectations in relation to their next steps in learning.
- The excellent exchange programmes enable students to engage in activities and projects, broadening their awareness of different lifestyles and those in less fortunate positions.
- The students' learning experiences benefits from the school's association with local businesses and guest speakers from the broader community.

The quality of partnerships with parents is good and with the community is outstanding. The school's systems for keeping parents informed about aspects of its work ensure that parents have coordinated, up-to-date, accurate and timely information. Meetings between teachers and parents to discuss target setting and progress are well attended.

The comprehensive and up-to-date website is a key element in home-school communications. In the early years, an online learning journey enables parents to be involved on a daily basis with their child's learning and encourages them to contribute additional 'home-based' information about their child's development. The use of a virtual learning environment in the primary years enables parents to keep apprised of their child's learning and progress. Secondary students receive a recently introduced weekly bulletin to share with their parents. Termly reports and progress meetings ensure parents are fully informed of their child's progress and standards. Primary students particularly enjoy their progress meetings where they take the lead in sharing information with their parents.

In impromptu discussions with inspectors, and through survey reviews, parents commented that suggestions and concerns are taken seriously and responded to swiftly. Evidence from parent surveys, verbal feedback, and issues discussed at the Parents' Representative Group (PRG) strongly supports the view that most parents are satisfied with the school's provision for their children. There are regular meetings between the senior leadership team representatives and PRG to ensure a good two-way flow of information. The Principal has adopted a high personal 'hands-on' profile in these matters. Parents of younger students are very evident around the school during the day; some enjoy helping in the school with activities such as reading and handcrafts.

The school has excellent links with local and international communities and organisations. National and international issues are implicit in the global citizenship programme which runs through the primary and secondary years. Students are challenged to develop the skills, values and confidence necessary to become responsible, positive contributors to society. There are highly successful and developing links with other schools in Thailand and further afield.

Standard 8: Leadership and management

Highlights and Recommendations

- Senior and middle leaders are encouraged to lead and drive cross-phase initiatives at the school, an example being the establishment of a whole-school timetable.
- There has been a good response to the previous inspection by addressing all recommendations, notably in terms of 'raising the bar' in terms of expectations as evidenced by the improvements in the secondary phase.
- Distributive leadership development is a key focus; the quickly evolving reflective practice and commitment at all levels are evident and indicate a strong capacity to improve further.
- The commitment to introducing and embedding the new management information system offers an opportunity for leaders and staff to improve the accuracy of judgements in evaluations.

- A positive development would be more ‘whole-school’ development planning, from the early years to the sixth form.

In collaboration with the school’s senior leadership team, there are effective processes in place to ensure that NAE reflects and responds sensitively to the views of all stakeholders. NAE is very effective in ensuring that the school meets its commitment to parents and fulfils statutory requirements. There is a passionate drive for school improvement and maximising all students’ experiences and learning outcomes. The Principal is held directly responsible and accountable for the school’s performance; representatives of NAE meet regularly to review the school’s work with the Principal and administrative officers. This engagement ensures informed and responsive decision-making, helping to direct change and manage school resources efficiently. The school shares detailed accounts of its performance with NAE, including comprehensive information regarding the achievement of students and future school priorities.

The school’s clear and challenging vision is exemplified in the strategic plan’s words ‘Excellence in everything we do’ and is continually promoted and celebrated by the Principal and other leaders. Almost all leaders proactively support the notion of greater collaboration in the vigorous pursuit of excellence. The impact of the evolving middle management structure is in its early stages and is supported by the clearer job definitions and lines of accountability. An example of recent successes includes a more cohesive staff professional development structure. Also, middle leaders, such as the recently appointed heads of year, effectively accept responsibility and accountability for standards within their areas. Leaders at all levels are leading from the front, modelling expected practice.

This drive for improvement is increasingly shared by class teachers and gives the whole school a strong capacity and dynamism to develop further and fully embed recent initiatives. Performance management is in place and all staff have access to development and feedback to enhance performance. Continuous professional development for staff is based on personal needs analysis and observations and is linked to improving outcomes for students. All members of staff are actively engaged in their own professional development and this is instrumental in promoting cross-phase communication. Recent initiatives include the lesson study/trios and the 14-session middle leaders development programme. Senior leaders fully support and engage the aspirational members of staff looking to avail themselves of the many professional development courses and training facilitated through the NAE corporate office and other providers such as the Federation of British International Schools In Asia (FOBISIA).

Self-evaluation is improving; some of the school’s judgements regarding its performance are occasionally generous although ambitious and aspirational. However, the leadership team has accurately identified strengths and areas for development and appropriate priorities for the future, driven by students’ learning outcomes and experiences at school.



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