

Rugby School Thailand

British Schools Overseas Inspection Report

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Age Group: 2 -18

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Introduction

Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools' (GIAS).

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.

6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

- 90–100% Vast/overwhelming majority or almost all
- 75–90% Very large majority, most
- 65–74% Large majority
- 51–64% Majority
- 35–49% Minority
- 20–34% Small minority
- 4–19% Very small minority, few
- 0–3% Almost none/very few

Information about the school

Rugby School Thailand (RST) is a co-educational, day and boarding international school, set in 80 acres of Thai countryside near Pattaya, south of Bangkok, for pupils from two to 18 years of age. It is partnered with Rugby School in the UK and shares the latter's vision of 'The Whole Person, the Whole Point'. It opened its pre-prep and prep schools in September 2017 followed soon after by the opening of the senior school. The school is selective, based primarily on academic ability. A minimum level of English is required. The school serves local, affluent families as well as some from further away in Thailand and a few international pupils. Forty nationalities are represented in the school. Of its 972 pupils, 110 have been identified as having special educational needs and/or disabilities (SEND) and 105 pupils receive additional support in learning English. The school is of similar size to other such schools in the country.

The school follows the English national curriculum; pupils take International General Certificate of Secondary Education (IGCSE) examinations in Year 11. Post-16 provision offers a range of A levels. In the early years, children follow the early years foundation stage curriculum. Most leavers go on to universities, mostly in the UK. The majority of teaching staff qualified in the UK or Ireland. The school offers a number of scholarships with reduced fees for those with talents and potential in sports, creative subjects and the arts. There are currently 99 scholars of whom the majority are in the senior school. They follow a tailored programme with the provision of specialist mentoring, coaching and opportunities to engage in competitions, matches and performances.

During the COVID-19 pandemic the school was fully locked down for substantial periods and provided distance learning. It was the first international school in Thailand to reopen with in-person lessons in September 2021, since when learning has been fully on site.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by a team of four Education Development Trust inspectors. The inspection dates were agreed with the school giving six weeks' notice of the start date of the inspection. The inspection team had access to some information about the school prior to the inspection. During the four days, the team observed 68 lessons, three of which were observed jointly with members of the senior leadership team. Inspectors held 39 meetings during which discussions with staff,

pupils, parents and carers, owners and governors took place. Inspectors scrutinised pupils' work and school documents including documentation relating to safeguarding and health and safety. They analysed the responses of parental and staff questionnaires and generally observed the school at work in both day and boarding settings.

Evaluation of the school

Rugby School Thailand is a good school and provides a good quality of education for pupils from two to 18 years. It has a number of outstanding features and these are explained within the text of the report

The school meets all of the Standards for British Schools Overseas.

It is not possible to make definitive judgements on performance against national benchmarks in recent examinations, or progress over time, due to the varied nature of examination processes during COVID-19. The school also does not yet have successive cohorts of A-level students.

In **English**, pupils make good, and often very good, progress throughout the school. Children entering the foundation stage often do so with limited experience of speaking or listening in English. By the end of the foundation stage, most children reach UK expectations for their age; they identify letters and are beginning to read and write simple sentences. They are stronger in reading than in writing. In reading in 2021/2 56% achieved the expected UK standards whereas only 44% achieved this level in writing. The absence of Nursery provision as a result of COVID-19 impacted negatively on results but all pupils are making good progress as a result of the teaching and support they receive. By the end of key stage 1, more pupils are achieving in line with UK expectations but a minority of English as an Additional Language (EAL) learners are still developing their basic phonic skills.

The accelerated reading programme and extension of phonics into Year 3 have improved pupils' attainment and progress in reading and support the development of writing. By the end of key stage 2, most pupils understand how paragraphs and chapters are used to organise ideas. They read avidly and discuss their reading with increasing insight. As they move up the school, pupils' write with increasing fluency; for example, in descriptive and imaginative work in a Year 8 class, pupils used their understanding of the Gothic literary genre to create a trailer for a movie on Gothic

themes. Using their tablets, they composed music appropriate to Gothic images and added captions devised by themselves.

By Year 11, pupils discuss the ways in which poets convey meaning with mature understanding. Dramatic productions support the development of skills in interpretation and presentation. Debating competitions reinforce pupils' ability to express themselves and their ready access to the exceptionally wide literature in the school library helps pupils of all ages develop enjoyment of reading.

Pupils with SEND make good progress commensurate with their abilities and make especially good progress in speaking and listening and EAL learners make good progress as a result of specialist support.

In IGCSE examinations last summer, the majority of pupils took English as a first language and 87% achieved a good pass (A* to C), while nine pupils took English as a second language and 56% gained a good pass. Pupils also achieved very good results in English literature. Only two students took English at post 16 and both obtained good results with passes at A or B grades.

In **mathematics**, standards are high throughout the school and especially high in upper key stage 2, secondary and post-16 provision. Throughout the school pupils make outstanding progress. Children enter the school with quite varied abilities but by the time they complete the foundation stage, most are at, or above, the UK national expectation in recognising numbers, counting and completing simple sums. Their skills in seeing relationships between numbers is less developed. In the primary school, most pupils quickly acquire further skills although a small minority in key stage 1 and early key stage 2 are underachieving as a result of interrupted schooling from COVID-19 and are still developing the basic skills on which further learning depends. By the time they reach the end of key stage 2, the vast majority of pupils are performing at, or above, UK expectations. They enjoy, and respond well to, challenge; in Years 6 and 7, for example, pupils regularly look for ways to develop and extend their learning and are increasingly confident in explaining their choice of methods to solve problems. Able pupils take their IGCSE examination a year early and then go on to take a two-year additional mathematics course in Year 11. They deal with complex concepts, which is excellent preparation for further study. Over half of pupils last year obtained the highest possible grade in IGCSE examinations, which is exceptional. In post-6 provision, mathematics is a popular subject and pupils also attain well with equally strong results. Last year 62% of pupils passed at A* or A.

In **science**, attainment and progress are good. In the early years, children make good progress. They ask scientific questions and observe the world around them. They carry out simple experiments such as planting seeds and observe their growth. They mix different materials such as vinegar and bicarbonate of soda to see what happens.

By the end of key stage 1, attainment is in line with age-related expectations in the UK and pupils continue to progress well. They develop their skills and gain understanding, often through well-chosen topic-based work and specialist science teaching.

In key stage 2, pupils benefit from teaching from subject specialists from Year 5 onwards and lessons take place in science laboratories. Attainment is high and progress is good for all pupils, including those with SEND and EAL learners. Pupils study a wide range of topics including plants, the life cycle, the human body and develop the skills associated with investigation such as asking questions, making predictions, carrying out fair tests and systematically recording results. In a Year 6 lesson on exploring the effect of exercise on the heart, pupils successfully measured pulse rate, carefully captured the results in a table and presented their findings in a graph.

As pupils move through the senior school, they show a growing appreciation of what it means to be a scientist as well as increasing their levels of scientific knowledge and skills. They become confident learners who use the latest technology to complete work set in lessons. In a Year 10 physics lesson, measuring the forces on magnets at various differences, pupils carried out experiments skilfully, recorded data and produced graphs using computer software. Pupils are enthusiastic scientists who participate successfully in physics and biology Olympiads.

By the end of Year 11, pupils have a very good appreciation of the importance and breadth of science and the contribution science makes to the wider world as a result of highly enthusiastic and motivational teaching. Last year, at least 71% of pupils gained good passes (A* to C) in three separate science IGCSE examinations. Standards remained high in post-16 physics, where all five students obtained good grades, but were lower in biology and chemistry. The school has rightly identified actions relating to underachievement although the number of students in each

subject is low. AS level results last year indicate that the results should improve in 2023.

In other **subjects**, pupils' make very good progress and attain highly. In external examinations, they achieve strong results in a wide range of IGCSE and A-level examinations. In information and communication technology (ICT), attainment is high and progress is good or better across the school. Pupils in key stages 1 and 2 make outstanding progress and a good rate of progress in the secondary phases. Pupils soon learn how to access, and use, a range of applications to improve their work and this supports their learning in many other subjects. Some pupils take computer studies examinations and do well.

In Thai Language, pupils achieve good results as they benefit from a well-structured curriculum and teaching which often allows comparison of international practices and development in history and culture. At IGCSE, able pupils score consistently above their CAT 4 predicted grades and especially well in Art, Design and Technology and Chinese. At A level, one third of all pupils achieved 3 or more A* or A grades, which is appreciably above pre-pandemic averages.

Pupils who enter for specialist examinations, including the London Academy of Music and Dramatic Art (LAMDA) and the Associated Board of the Royal Schools of Music (ABRSM) are highly successful, with many achieving distinctions. Pupils also distinguish themselves in national and international competitions in a range of sports, arts, design, debating and science competitions. Most students attend UK universities on leaving school.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment is good (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).

- The provision of Information for parents meets the requirements of the standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 8 below).
- The quality of provision for boarding (see Standard 9 below).

As a result of this inspection, undertaken during October 2022, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets the requirements of this Standard. Its **curriculum is good** and fully meets the requirements of the early years foundation stage and national curriculum for England. It fulfils its requirement to equip pupils with the knowledge and skills necessary to enter or re-enter the UK educational system effectively. All lessons, other than language lessons, are taught in English.

The curriculum is broad, balanced and appropriate throughout all key stages, richly enhanced by a very strong co-curricular programme. In the early years, the school follows the early years foundation stage modified appropriately to meet the needs of many children for whom English is not the first language and who, in recent months, have needed considerable extra help to develop social skills arising from COVID-19 restrictions. The school also meets Thai requirements through a lively curriculum covering both Thai language, history and culture for both Thai and international pupils.

Curriculum pathways in the senior school offer plentiful, often personalised, option choices to meet the needs and interests of most pupils. Further opportunities to study for more vocational awards are being considered for a minority of pupils who would benefit from such provision. Where appropriate, the curriculum is carefully modified to support the needs of pupils with SEND or EAL. For a few pupils, extra English language lessons are offered as part of the IGCSE programme to boost their skills as well as in the earlier key stages. An 'Intensive English Programme' boosts the progress of EAL pupils identified as needing a higher level of support in the early years. The 'Support for Learning Team' is highly effective in identifying pupils' learning needs and developing individual education plans and establishing exam concessions.

The innovative 'Whole Me' programme is the result of successful collaboration with Rugby School UK. It offers an inclusive, holistic approach to the development of the academic, personal and social skills of pupils. Careers guidance is integrated in the senior school. In post 16, it addresses knowledge and skills needed to make informed decisions about future careers choices. Curriculum plans and policies encourage respect for all of the protected characteristics as set out in the UK Equality Act 2010. In addition, specific events and assemblies, such as an anti-bullying week and a mental health awareness week, ensure that pupils respect and empathise with those who are different from themselves.

British values are successfully integrated across the curriculum and school life generally. Pupils experience democracy in action when voting for positions of responsibility in both the day and boarding provision. Across all subjects and phases, pupils learn about everyday life in Britain, its history and social values. Literature, drama and art are focused on British culture and British national events are celebrated. The school is on a large campus that it uses well to extend learning. It is reviving involvement with the local community now that pandemic restrictions have been lifted. The school's exceptional range of academic, cultural, and sporting, co-curricular activities provides pupils with excellent opportunities to pursue chosen activities to a developed level or to experience new skills. Some choose to participate in calming, reflective activity as they complete jigsaws together while others pursue active and demanding physical activity.

Central to the curriculum is the innovative Rugby Learner Profile which identifies the key learning skills to be developed as pupils move through the school. It is presented in age-appropriate forms; for example, in art lessons, older pupils carefully reflect on their work and that of others to improve learning outcomes and in key stage 1, pupils are motivated to be 'persevering penguins' or 'go-for-it' gorillas to strengthen their learning skills.

Curriculum leaders plan carefully and, increasingly, share relevant pupil information and arrange activities to ensure smooth transition between each of the key stages and between the three schools. For example, in design technology pupils are taught key skills such as measurement, safety and use of tools, which supports subsequent faster learning. Within the post-16 enrichment programme, students benefit from the 'Get Ready for Uni' programme, which covers managing a budget, applying for university and preparing for moving to university in a different country.

The quality of teaching, learning and assessment is good. Nearly all teaching is good or better and none is less than satisfactory. Teachers work hard. Relationships in class are excellent and learning time is always productive. The school has an extended day with co-curricular activities central to its overall provision. Lessons are extremely productive as routines have been established well. Teachers display a comprehensive knowledge of their subjects and of what constitutes effective teaching and learning in all three phases of the school. Consequently, pupils make good progress and ultimately obtain very good examination results. Teachers in upper key stage 2, and in the senior school, are confident subject specialists. In a Year

12 music lesson, the teacher's subject expertise, combined with the opportunity for pupils to peer assess their work, resulted in deep analysis of the work of Bach.

Careful planning leads to lessons which challenge pupils appropriately. The many able pupils respond well to the high expectations of teachers and enjoy challenging themselves and extending their learning. For example, in a key stage 2 mathematics lesson, pupils chose demanding 'spicy' challenges symbolised by the number of chili peppers.

Teachers engage pupils very well. Pupils enjoy learning and find lessons interesting as they are varied and include discussion, pair work, research, presentations and written activities. Pupils have opportunities to work both independently and collaboratively. They are active participants in their learning and present their work with pride.

Support staff show considerable skills and support learning well. In a Year 3 lesson, for example, a teaching assistant improved the reading skills of a small group of pupils, working intensively with them in the library, developing their decoding and comprehension skills.

Teachers use ongoing assessment well through observation, skilful questioning and, when appropriate, mini whiteboards to determine how well pupils are understanding. Skilled use of questioning by teachers leads to deeper thinking as many teachers employ 'thinking time', or bursts of small-group discussion, which give pupils more time to consider the question or problem before offering an answer. These strategies are especially supportive of those who are learning in EAL. Currently, there is no whole school approach to tracking students' progress which impairs the school's ability to set individual targets. School leaders are actively considering the balance between teacher assessments and standardised assessments as they develop a system that will support continuity and progression across the school. Careful marking of pupils' work provides information on what pupils have done well and what they need to do to get better.

The use of ICT, as a tool for both teaching and learning, is widespread and enhances learning. Teachers use ICT extensively in presentations, marking work and giving feedback. By storing information, they develop valuable resources to remind pupils of previous work and address specific challenges. Pupils use tablets in lessons to study materials, undertake research, complete tasks using subject-specific programs and make notes.

In a minority of lessons, classroom or subject teachers pay insufficient attention to the language needs of EAL learners. This means that pupils have difficulty accessing all the learning materials and reduces their progress and their potential for independent learning. Across the school, plentiful resources support learning well.

The school implemented remote learning very well during periods of lockdown. It developed a remote-learning website, online lessons and accompanying resources. A shortened learning day recognised the impact of concentrated screen time and dance and yoga sessions were introduced to balance the curriculum and address well-being at home.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The standard relating to the spiritual, moral, social and cultural development of pupils is met; provision is outstanding. Scrutiny of curriculum plans and discussions with senior leaders and pupils show that the school encourages respects for all the protected characteristics outlined in the UK Equality Act 2010. The 'Whole Me' programme, supplemented by regular assemblies and special events, such as 'Odd Socks Day' and friendship days, encourages community harmony and awareness of the needs of others. A 'Rainbow Day' focuses on gender identity. Pupils speak openly and knowledgeably about minority needs and are respectful of others' opinions and reflective in their approach to learning. Through a range of visits and charity work, pupils develop respect for the beliefs and needs of others.

Pupils feel safe and part of a respectful community. The 'Whole Me' programme reinforces the school motto 'the Whole Person, the Whole Point'. It successfully encourages pupils to form constructive relationships and reflect on roles, needs and responsibilities as members of an international and diverse community. It helps pupils distinguish right from wrong and to make considered decisions from an early age. Pupils study British institutions, often in comparison with Thailand, and learn about the relationship between the law and the citizen.

Attendance, at just over 94% is slightly below the 2020/21 English average. It is strongest in key stages 2 and 3. Punctuality in arriving at school and between lessons is excellent; pupils do not want to miss learning or inconvenience their peers by being late. Behaviour in lessons and around the school is exemplary. Pupils enjoy learning alongside others and particularly enjoy collaborative work where they learn avidly

from, and with, each other. They concentrate well from an early age and develop the skills to learn independently and, where learning is challenging, show confidence and resilience. Pupils trust their peers and staff and do not expect to experience racism, taunting or other hurtful behaviours. They are supportive of each other and take pride in their own achievements, those of their peers and fellow house members and those who achieve local and national recognition for their achievements.

British values are embedded throughout school life. Pupils understand their responsibilities as members of a democratic society. Pupils who seek leadership positions participate in a democratic and rigorous process, apply against a job description and justify their application. Pupils relish opportunities, through the student council and student leadership team, to develop leadership skills based on fairness. Year 8 sports leaders use their skills to coach peers in a local school. Residential house prefects enjoy playing a valuable role in taking responsibility and supporting boarding staff. Through activities such as the Duke of Edinburgh Award scheme, pupils challenge themselves and work in teams; the house system also engenders teamwork as pupils compete against each other in a range of sporting and cultural activities.

Pupils take pride in helping each other. They enjoy mentoring younger pupils or acting as buddies for new arrivals at school, who are made welcome by all. They do so with compassion. They are involved in charitable activity including the choice of charities to support, both locally and further afield, currently including orphanages, support for vulnerable women and children in the wider community and animal welfare.

Pupils' involvement in decision-making gives them real influence and reinforces their sense of personal worth and belief in democracy. They appreciate the role they play in keeping themselves and others safe. In the senior school, personal tutors assist teenagers to make appropriate choices. Such proactive input reduces the need for sanctions.

Through making choices, pupils understand themselves better and become adept at using their own time. They confirmed how much they value their varied school experiences and how much these contribute to their personal growth.

Standard 3. The welfare, health and safety of the pupils

The school meets the requirements of this standard. Arrangements for protecting and fostering the welfare and health of the pupils are outstanding. The school has created a culture in which pupils' safety underpins all that it does and collective responsibility is assured; leaders monitor and evaluate practice consistently. All pupils are inducted into the school well; individuals are known well by staff and pupils know where to get help. Formal tutoring in the senior school and at post 16, as well as for scholarship pupils, ensures that all pupils are supported well with further help available, when needed, from school counsellors.

There are suitably qualified and trained safeguarding leaders and deputies in each school, along with an overall leader. Training is provided regularly for all staff and is recorded. Recently, this has been provided in Thai for local staff, thus extending a whole-school approach.

Parents provide a comprehensive range of educational and medical information about their children and photographic identification for all adults permitted to collect them. Rigorous checks are conducted to assure transport safety and visitors' policies and strict procedures for pupils' arrival and departure from school are protective of all. The school perimeter is carefully secured. Effective medical procedures include recording of parental permissions and the safe storage of medication. The school has a comprehensive policy for risk assessment and risk assessments are monitored by heads of school and overseen through the school's operational management. Fire drills are held regularly, including in the boarding provision, and performance is analysed. Electrical equipment is checked regularly by qualified school staff. External contractors work with the school to ensure safety in the swimming pools and canteen and are held to high standards. Chemicals are stored safely and pupils follow safety procedures when working in practical subjects, but ongoing vigilance is needed to ensure that laboratories are always locked when no adult is present.

Confidential records are secure, with access limited on a clear 'need to know' basis. Careful records of attendance and behavioural issues are maintained. The school has recently aligned its systems for attendance across the schools to allow rapid monitoring and response.

A number of specific policies ensure that pupils are safe from cyber-bullying or from their images being captured in school inappropriately. Through surveys, and access to trusted adults, pupils are able to share concerns they may have about their own or others' safety and well-being. During the COVID-19 pandemic, the school established exemplary procedures. Parents, pupils and staff alike expressed overwhelming satisfaction with its provision.

Pupils learn how to keep themselves safe from physical and emotional harm, including when using the internet.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard. It has a dedicated officer who works with the human resource department to ensure that suitable checks are made on all staff, visitors, proprietors and governors. Records are kept on a central system and are thorough, with careful checking and validation of identity and references. The school also institutes additional checks and makes clear to all potential applicants what their processes involve.

A majority of teachers are UK-trained with many having a wide range of experience both nationally and internationally. This extensive UK experience ensures that the British ethos is prevalent throughout the entire school. An extensive programme of staff development is provided in the school and staff are also able to access specific courses identified to enhance their individual professional development.

Standard 5. The premises and accommodation

The school meets the requirements of this standard. Provision is outstanding. The state-of-the-art campus is located within a pleasant rural environment. Classrooms are designed well to support learning fully and all have ready access to ICT. Each of the schools offers its own unique setting, appropriate to the age group. For example, in the pre-prep building, children are kept safe and secure, with all classrooms opening onto a shaded central learning area complete with wigwam. In the prep and senior schools, a wide range of specialist provision including science laboratories, practical areas for design and technology and the arts, ICT suites, black-box theatres, music rooms and a recording studio support learning well. Sporting provision is equally impressive with a huge sports hall, pitches, swimming pools, including a 50-metre pool, a boating lake and climbing wall. This encourages pupils to sample

different sports, or pursue chosen sports to the highest levels. Well-chosen resources are used appropriately to support the learning of pupils of all ages.

Shaded walkways link the buildings. Boarding house provision is of a high standard.

There is a well-stocked library located in the prep school and another catering for older pupils with a wide selection of age-appropriate books. Study spaces encourage pleasure in reading, with bright informative displays and comfortable seating areas.

Areas outside the classroom stimulate learning, celebrate achievement and inspire pupils to be fully engaged in school life as in the latest school charity event on the RST 'Make a difference' display board, for example. There are plenty of office spaces and there is good parking and access to the school by vehicle. The school is barrier-free with inclined entry and lifts within buildings, including in the boarding provision.

Buildings are well-maintained and the security of all members of the school is given prominence. Its well-considered arrangements, implemented during the COVID-19 pandemic, were replicated by other schools, as they ensured a safe and healthy learning environment for pupils to resume their studies in person.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this standard. The provision of information for parents is very good in terms of its quality and frequency. Strong relationships have been established with parents who appreciate that they are active partners in educating their children and have a strong voice in supporting the school. They respond to regular surveys as they know that the school considers their views carefully.

The school provides effective communication through email, the school's website and regular access to computer-based applications. Parents of children in the early years have regular access to examples of their children's work and can see the progress they make. Parents feel well informed and are particularly pleased that their email inquiries regularly receive a response within 24 hours. They speak with pride and appreciation that staff care deeply for both their children's academic and personal development and state that their children are always safe and enjoy coming to school.

The parent-teacher association meets regularly with senior leaders to discuss suggestions for ongoing improvement. Recently, they raised the quality of food for pupils, which led to a review of menus and an improvement in the quality of food. Parents value 'Meet the Principal' sessions.

Parents find reports on attainment and progress most helpful. They feel suitably updated on their children's progress in lessons. They believe that there is sufficient formal communication between staff and parents and value written comments indicating what their children have done well and what they need to do to get better. They particularly appreciate the presence of translators at parents' evenings, the availability of staff in school who speak the majority home languages and the translation of key policies into home languages.

The school provides opportunities for parents to improve their understanding of what the school does and how to encourage their children's learning, as in a recent, well-attended phonics workshop. The school engages the local community to enhance the curriculum by employing skilled local people as sports coaches and helps them to develop further their English competence. The impressive sports centre and swimming pools are open to the local community to use each day.

Parents feel that the arrangements to deal with the COVID pandemic were successful, allowing pupils to continue with their learning; they felt supported by staff through ongoing guidance on how to help with their children's home learning.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard. It has an appropriate complaints policy displayed on its website which indicates the stages in the process, who will be involved and the timescale. Parents believe complaints are dealt with sensitively and quickly. They feel that senior leaders and other staff listen carefully to their concerns and whenever possible accommodate them. As there are excellent relationships between the school and parents, requests from the latter are addressed speedily and no complaint has escalated to a formal stage. The school keeps a suitable record of all complaints made.

Standard 8. Leadership and management of the school.

The school meets the requirements of this standard. Leadership and management are at least good in all respects, including in post 16 and the early years and there is further capacity to improve as many senior post-holders have been in the school for a relatively short time and the impact of initiatives is yet to be realised fully. The principal has been in post for just over a year and, with the full support of the governing body and owners, and involvement of staff, has developed a clear vision for the school based on providing continued improvement for all children in a safe and stimulating environment. With recent appointments of senior staff, including heads of school, a whole-school approach is being developed and anomalies from the past are being addressed. Leaders ensure that the school meets all of the BSO standards and have taken recent actions, for example, to improve careers guidance. The ethos created is one in which meeting both pupils' academic and personal needs is central to all that the school does. Leaders have high expectations of themselves and their teams and have created a positive culture in which there is an ongoing search for improvement. Staff and parents have almost unanimous faith in their leaders.

The school is a large campus with boarders and staff living on site and operates highly efficiently. It operates fully legally within Thai law and meets fully those expectations of British practice which underpin the working of a high-quality independent school. Its governance has evolved well and it adopts approaches aligned with Rugby School UK, whose senior staff are represented on the governing body. Financial management is sound and owners and governors ensure that the school is supported and challenged appropriately through an effective committee system. There is clear delegation of powers and the principal is now undergoing his first appraisal. The owners and governor understand the school well and have clear strategic plans. Owners' meetings with the principal and full and committee governing body meetings take place regularly and are minuted.

The school is selective but addresses fully the requirements of the Equality Act. This is apparent in all that it does. Its accessibility policy is one of a number which make clear the school's commitment to equality for all. New pupils and staff are made welcome, individual needs are met and appointment processes for posts of responsibility are transparent. The views of staff, parents and pupils are sought regularly and are acted upon. The attention to pupils' safety and well-being is exceptional and underpins all that the school does. New specialist appointments are increasing the school's ability to meet the additional needs of some pupils; school

leaders are conscious that they will need to develop further learning pathways so that all pupils can access appropriate learning opportunities as they progress through the school.

School leaders pay careful attention to the safety, welfare and well-being of staff and pupils. A dedicated officer deals with safeguarding and careful arrangements ensure that boarding pupils live in a relaxed but secure environment. Boarding leaders ensure that there is close communication with teaching staff so that there is good communication which underpins the meeting of all pupils' needs. Teamwork is excellent across the school with subject and year leaders working closely and productively with members of their teams.

The school's self-evaluation provides a suitable base for development planning. Strategic planning is secure through the governing body's strategic subcommittee; departmental plans address immediate priorities. As the collection of pupil-based progress data becomes more consistent across the school, school leaders at subject and school level will have improved information to inform an important element of their planning and teacher appraisal, which is not yet embedded across the whole school.

The rapid increase in pupil numbers is testament to the effectiveness of the school's strategic leadership and implementation of change as it moves towards unification of practice across what were three distinct schools sharing the same name and location but separate leadership.

The whole of the school's staff, including teachers, support staff, cleaners and caterers worked together to re-open the school after COVID-19, becoming the first school in the country to do so and a model for others. This was achieved through exceptional teamwork and not inconsiderable sacrifice made for the good of pupils' education.

Standard 9. The quality of provision for boarding

The school meets the requirements of this standard. Provision is outstanding and exceeds the minimum UK requirements for boarding. The three boarding houses are furnished comfortably; pupils have single rooms or share with a small number of peers. There are well-equipped common rooms and the houses are beautifully maintained. House parents and matrons create a family atmosphere in which pupils feel safe. Nursing support is available throughout the night. Communication between

the day and boarding providers ensures that the pupils' needs are met in a holistic manner. The senior boarding houses are part of the wider school's house system and pupils contribute enthusiastically to competitions, supported well by their enthusiastic house parents.

The school follows all requirements in determining that pupils are safe and fully protected. Pupils know where to get help and have ready phone or electronic access to their parents. Boarding-house provision is led and managed well and policies, handbooks and practical advice for staff and pupils make clear how to meet legal requirements and ensure pupils' welfare. Pupils' views are sought regularly and older pupils support adults in the running of the houses through their role as prefects, which they take seriously.

Provision and activities are appropriate to the ages of the pupils. The two senior houses are separate for boys and girls and, in the third dormitory, for older primary and younger secondary pupils, they are housed on separate floors. There is a good balance between compulsory activities and less closely supervised time with older pupils able to use facilities on the campus in an appropriately controlled manner or dedicate more time to personal study. Full-time boarders enjoy activities, mostly sporting, alongside many day pupils on Saturday mornings and trips out in the afternoon. The few pupils in residence on Sundays enjoy a quieter day.

EYFS provision

Children make good progress from their starting points with most meeting the expectations for their age in all areas of learning. This represents very good progress and achievement as the great majority of children do not have English as their first language and had few opportunities to interact with others during the pandemic before starting school.

In English, most children identify letter names and sounds and write simple words and sentences. They sequence stories showing good levels of comprehension. In mathematics, most children are becoming familiar with the concept of numbers. Almost all children recognise numbers to ten and most can complete simple sums. In science, with support, children make predictions of what might happen when they conduct experiments. They adjust well to learning together and enjoy activities such as 'wake and shake' when they come together to move and sing at the start of a day.

The early years team is led effectively with all enjoying a shared sense of purpose. Teachers and their assistants understand how young children learn and work collaboratively and through commitment and careful planning provide them with a safe and secure environment with plentiful opportunities to become active and creative learners. Resources and accommodation are used well to provide a range of learning opportunities, including in shaded outside areas. Support staff play a valuable role in supporting learning.

Parents are viewed by staff as key partners in education. They receive regular feedback on their child's learning and daily activities are posted on the school website. Workshops enable parents to understand better the school's approaches to children's learning and how to help them at home.

Children's personal growth is outstanding; they behave well, share and take turns. They are well prepared for transition to Year 1.

Post-16 provision

Students gain excellent results in all subjects attaining very high grades and securing entry to universities of their choice. Most students make good progress as a result of very good teaching and the personalised support provided by the head of post 16 and the team of personal tutors. Provision has been strengthened recently by the appointment of a careers counsellor who provides high-quality guidance to pupils during the university-application process. Students learn in a bespoke centre where they can both socialise and study, which prepares them well for post-school life. Provision is well led and teamwork is strong addressing students' academic and personal needs and future aspirations.

Teachers are enthusiastic subject specialists with considerable expertise. Students enjoy a wide choice of options, with 20 subjects offered at A level. Where appropriate to their future destination, students can select to study General Educational Development as an alternative pathway towards American higher education. Additional qualifications, such as the Independent Project Qualification (IPQ), strengthen the individual student's portfolio of achievements. The school is currently reviewing options to extend the range of qualifications available, to include technical and vocational awards.

Students, parents and teachers have access to the academic portal, which includes academic data, a record of university applications and log of enrichment activities. This serves as an effective tool to ensure that all involved have ownership of information and contribute to the planning of academic interventions as required.

The weekly enrichment programme aims to prepare students for life after school and includes the unique 'Get Ready for University' programme. This effective course is specifically designed to support the development of the 'Whole Me' by providing individuals with access to a vast array of creative, sporting and leadership activities to broaden their learning experience.

Compliance with regulatory requirements

Rugby School Thailand meets all of the required standards.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

The school has, until 2021, been managed as three separate schools. Consequently, there has been an inconsistent approach to the collection of pupils' academic progress. In the past, a minority of pupils have not reached their full potential. This is improving but data has not been used consistently to set targets or to monitor progress. Leaders should determine how standardised tests and teacher assessment combine to track progress so that teachers can plan more effective support for those falling behind.

Some teaching does not give pupils with EAL the language needed to understand the content of courses. This impedes their progress. Leaders should ensure that all teachers have the skills to plan carefully for pupils' language needs, especially when using commercial materials.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		X		
How well the curriculum and other activities meet the range of needs and interests of pupils	X			
How effective teaching and assessment are in meeting the full range of pupils' needs		X		
How well pupils make progress in their learning		X		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
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Leadership and management

Overall effectiveness of leadership and management		X		
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The quality of provision for boarding

	X			
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School details

Name of school	Rugby School Thailand
Type of school	Co-educational, day and boarding
Date school opened	September 2017
Age range of pupils	2-18
Gender of pupils	mixed
Number on roll (full-time pupils)	971
Number on roll (part-time pupils)	40
Annual fees (day pupils)	470,000 – 869, 000 Baht
Annual fees (boarders)	Additional 248,000 – 430,000 Baht
Address of school	7/2 Moo 2, T. Khao Mai Kaew A. Banglamung, Chonburi 20150
Telephone number	033- 141800
Email address	enquiries@rugbyschool.ac.th
Headteacher	Mr. Bruce Grindlay
Proprietors	The Teepsuwan family

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do, and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then, we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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