

# Rugby School Thailand

## ISQM Accreditation Report

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## Introduction

### Education Development Trust accreditation

The purpose of accreditation is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the 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 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 visit 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, owners and governors took place. Inspectors scrutinised pupils' work and school documents including those 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.

## School context

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. It is partnered with Rugby School in the UK and shares its vision of 'The Whole Person, the Whole Point'. The pre-prep and prep schools opened in September 2017, followed soon after by the opening of the senior school. RST 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; students take International General Certificate of Secondary Education (IGCSE) examinations in Year 11 and A levels in post-16 provision. In the early years, children follow the early years foundation stage curriculum. The majority of post-16 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.

## Report summary

### Accreditation status

Rugby School Thailand is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust International School Quality Mark at **Silver level**, which reflects the **Good judgements or higher** described within this report.

This accreditation is valid from 7 October 2022 to 6 October 2027

### Overview of main strengths and areas for development

#### Report Headlines

- The school has quickly established a strong reputation with student numbers rising quickly.
- The school is governed, led and managed very well.
- The school places students' needs at the centre of all that it does.
- Examination results are exceptionally good.
- Boarding provision is of a very high quality.
- Arrangements for the welfare and safety of students are outstanding.
- Accommodation and facilities in the school are excellent.
- Co-curricular opportunities are extensive and contribute significantly to students' development.
- The school collects a range of data on students' attainment and development. However, there is no whole-school approach to track progress and support planning for improvement systematically.
- Some teaching does not take enough account of the learning needs of students with English as an Additional Language (EAL).
- The school has strong capacity to improve further.

## Recommended areas for development

To ensure that all students have clear academic targets and make at least good progress by:

- using standardised and teacher-generated assessment data to inform planning and track students' progress.

To make sure that students learning EAL make optimum progress by:

- ensuring that teachers' planning always addresses the language challenges that EAL students may encounter in mainstream lessons
- providing opportunities for teachers to develop their techniques in supporting EAL learners.

It is not possible to make definitive judgements on performance against national benchmarks or progress over time, due to the varied nature of examination processes during COVID-19. Comparison tables for 2022 are not yet available at the time of writing. The school also does not yet have successive cohorts of A-level students.

## Standard 1: The standards reached by students in their work and the progress they make

In **English**, students made good and often very good progress throughout the school. Children entering the foundation stage often do so with limited experience of speaking or listening. By the end of the foundation stage most children reach the expectations for their age.

Students with SEND make good progress commensurate with their abilities, especially in speaking and listening. By the end of the foundation stage, most children reach expectations for their age. 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 during COVID-19 impacted negatively on results although all pupils make good progress as a result of the teaching and support that they receive. By the end of key stage 1, more pupils are achieving in line with UK expectations but a minority of EAL learners are still developing their basic phonic skills.

The accelerated reading programme and the extension of phonics into Year 3 have improved students' attainment and progress. By the end of key stage 2, most students 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, students write with increasing fluency; for example, in descriptive and imaginative work in a Year 8 class, students used their understanding of the Gothic literary genre to create a trailer for a film on Gothic themes. Using their tablets, they composed music appropriate to Gothic images and added captions devised by themselves.

By Year 11, students discuss the ways in which poets convey meaning with mature understanding. Student productions of *Pride and Prejudice* and *Charlie and the Chocolate Factory* support the development of skills in interpretation and presentation. Debating competitions reinforce students' 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.

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 primary, secondary and post 16. Throughout the school, students 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 are less developed. In the primary school, most students quickly acquire further skills, although a small minority in key stage 1 and early key stage 2 are underachieving as a result of the loss of schooling from COVID-19 and are still developing the basic skills upon 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 Year 6 lessons, for example, students regularly looked for ways to develop and extend their learning and are increasingly confident in explaining their choice of methods to solve problems. Able students 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

attained the highest grade possible in their IGCSE examination, which is exceptional. At post 16, mathematics is a popular subject and pupils achieve equally strong results. Last year 62% of students 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 students continue to progress well. Pupils develop their skills and gain understanding, often through well-chosen topic-based work and specialist science teaching.

In key stage 2, students benefit from teaching from subject specialists from Year 5 onwards and lessons take place in science labs. Attainment is high and progress is good for all students, including those with SEND. Students 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, students successfully measured pulse rate, carefully captured the results in a table and presented their findings in a graph.

As students 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. Students are 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 different differences, students carried out experiments skilfully, recorded data and produced graphs using computer software. Students of all abilities, including those learning EAL and those with SEND make good progress. Students are enthusiastic scientists who participate successfully at physics and biology Olympiads.

By the end of Year 11, students 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 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 and the school has rightly identified actions relating to underachievement although the number of students in each subject is low.

In **information and communication technology (ICT)**, attainment is high, and progress is good or better across the school. Students make outstanding progress in key stages 1 and 2 and a good rate of progress in the secondary phases. Students from early years upwards know how to access, and use, a range of applications to improve their work. For example, Year 3 students used tablets to record themselves making presentations in drama to develop their oracy skills. They are adept at using a range of software to design innovative games programmes and are ready to compete nationally with other students.

By the end of key stage 3, the vast majority of students meet or exceed age-related expectations, with attainment levels increasing year on year. All students are confident and competent in using ICT as a learning tool. Secondary students in design technology use specialist software with confidence to produce high-quality product designs.

The attainment of students in secondary school and at post 16 is good with all meeting, or exceeding, the UK averages at IGCSE and A level. All post-16 students use ICT well to enhance their learning in different subjects and those studying the subject develop detailed knowledge consistently well.

In other **subjects**, students make very good progress and attain highly. In external examinations, they achieve well in a wide range of IGCSE and A-level examinations. In Thai language, students achieve comparable results. 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 CAT4 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.

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

## Standard 2: Students' personal development

### Highlights and Recommendations

- Behaviour in classes and at social times is excellent.
- There are excellent relationships among students and between students and all adults.
- Students' very positive attitudes to learning
- Students' respect for diversity and enjoyment of learning in an international setting
- Students' development of leadership responsibilities
- Students' outstanding moral development

Students' personal and social development is excellent. They enjoy coming to school and behave well in lessons and around the school. Bullying is rare and dealt with very effectively if it does occur. Students feel safe from taunting or disrespectful behaviour.

From the early years, students begin to understand the difference between right and wrong and become responsible members of a diverse community through developing understanding of the views and interests of others and by evaluating their own behaviour in terms of its effects on other people. Relationships among students, and between students and staff, are excellent. Students are also protective of their environment. From their earliest years in the school, they learn to care for their classrooms and enjoy collaborating productively with each other.

The comprehensive 'Whole Me' personal, social, health and emotional (PSHE) programme greatly assists their moral development, so that by their later years in the school they reflect maturely on ethical issues and debate them constructively, showing full respect for the views of others. Pupils study British institutions, often in comparison to those of Thailand, and learn about the relationship between the law and the citizen. Student elections and applications for leadership roles cement this understanding.

The school is a diverse community. Through living and learning with others in a multi-ethnic and multi-cultural setting, students are prepared for life in a global community, whose success depends on mutual understanding. Through visits to a range of

religious sites, inputs from visiting speakers and particular events, such as Black History Month and 'Odd Socks Days', for example, students learn not merely to understand but to enjoy and celebrate cultures other than their own.

Students learn about the responsibilities and limitations of leadership in a democratic society by undertaking a wide range of leadership roles within the school and within the house system as well as from taught lessons. The student council has real influence and students learn to use that influence to promote the interests of others. Through the house system, students learn about collective responsibility and teamwork and contribute enthusiastically.

Students' attitudes to learning are extremely positive. These positive attitudes are effectively supported by a well-conceived rewards policy that has real credibility and by the involvement of students in decision-making that gives them real influence and reinforces their sense of personal worth. They are diligent and, as they move through the school, increasingly independent. They show high self-esteem, are kind to each other and enjoy responding to challenges, some of which they set themselves. They collaborate happily, work hard, set themselves high standards and maintain concentration in an extended school day. Both day and boarding students participate fully in, and benefit enormously from, the school's immensely wide range of co-curricular opportunities and develop their own interests while learning alongside students of different ages and abilities. Through competition and the school's frequent international successes students take pride in their own and the school's wider achievements. For example, a student leaving a lesson to participate in a debating final was wished well spontaneously by individuals in her class.

Attendance, at just over 94%, is slightly below the 2020/21 English average. It is strongest in key stages 2 and 3. Students arrive at school and at lessons punctually as they do not want to miss opportunities to learn or upset the learning of others.

## Standard 3: Teaching and learning

### Highlights and Recommendations

- Lessons are well-prepared and well taught and learning time is well-managed.
- Relationships are good within classes.
- Teachers' subject knowledge is outstanding.

- Teachers prepare interesting and challenging lessons to which students respond well.
- ICT is used as a valuable tool to enhance learning.
- Students enjoy learning and respond well to challenges.
- Students benefit from opportunities for collaborative learning and working independently.
- Teachers do not always pre-empt language challenges faced by EAL learners.

Teaching and learning are at least good across the school. There is no unsatisfactory teaching. Teachers work hard and relationships between teachers and students are excellent. Time in lessons is always used extremely well. 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, and students are keen to learn. Teachers display a comprehensive and deep knowledge of their subjects and of what constitutes effective teaching and learning. In a Year 12 music lesson, Bach's compositions were analysed in great detail. In this and many other lessons, students were highly involved in discussions including with their peers and in peer assessment, which developed their opportunities and confidence to develop and express their ideas and learn from each other. In most mathematics lessons, students explained their thinking processes, which helped them to understand and generalise their learning.

Teachers succeed in engaging students very well. Students enjoy learning and respond well to challenges. Teaching is characterised by varied activities including discussions, paired work, research, presentation, and written activities. Students are given many opportunities to work alone and collaboratively, to which they respond very well. Such a variety of tasks helps to make lessons interesting and increases students' responsibility for their own learning.

Teachers' careful planning ensures that students develop the knowledge, understanding and skills associated with a British curriculum and that they meet students' needs well. Much of the planning is collaborative, involving two or more teachers and teaching assistants, and explicit learning objectives are formulated. The resources identified in plans are of a high quality and plentiful. When used, commercial schemes support learning very well but sometimes need some minor adaptations to take account of students' varied cultures and familiarity with the English language.

Teachers use questioning well to challenge students to extend their thinking. By either providing 'thinking time', or providing time for brief paired or group discussion, they enable students to consider the question or problem before offering an answer, which they then do with confidence. Classroom and specialist support staff play a valuable role in developing students' learning especially in the early years, key stage 1 and early key stage 2. This is also true for EAL and SEND students. Such staff display considerable skills and develop a good understanding of how students learn.. In a Year 3 lesson, for example, a teaching assistant improved the reading skills of a small group of students by working intensively with them in the library. In the prep and senior schools, technicians make sure the resources for design technology and science lessons are organised and prepared well.

Formative assessment is used well. Small class sizes allow plenty of time for teachers to assess individual students' work as it progresses. The use of mini whiteboards allows teachers to ascertain, at a glance, how well students have understood new challenges and to adapt work accordingly. Formal tests are often used at the end of units and often analysed well to plan future work or set targets for individual students, as in a Year 11 further mathematics lesson. Teachers mark work regularly and provide helpful feedback. Digital marking of students' work is used more regularly for older students and provides helpful information on what students have done well and what they need to do to get better. Teachers also assess students' progress over time but there is insufficient consistency across the school which means that targets for achievement for all students cannot always be set accurately. Benchmarks are being established and leaders are working on refining a whole-school approach in this area.

ICT is used widely as both a teaching and learning tool and engages students fully to develop their independence, research and recording skills. Teachers use technology extensively to make presentations, store resources, mark work and give feedback, sometimes as work is taking place. Students use tablets in many lessons to study materials, complete tasks, store work and make notes. Teachers have access to a wide range of professional development and the current focus on 'Great Teaching' should boost the proportion of outstanding teaching.

Students who require support for their individual needs in learning, behaviour or English language development are well taught and make good progress. In a minority of lessons, classroom or subject teachers play insufficient attention to the language needs of EAL learners. This means that they have difficulty accessing all the learning

materials and make slower progress. Resources are used well with young students using manipulatives to help their learning in number work, for example.

Teachers adapted very well during periods of remote learning. The school created a remote learning website with online lessons and resources. Timing and methods of instruction were adapted to account for the impact of the different demands of online learning at home and active dance and yoga sessions were developed.

## Standard 4: The curriculum

### Highlights and Recommendations

- The curriculum is good in all phases of the school, enabling students to make good, and often, outstanding progress.
- The well-planned curriculum meets the needs and interests of the majority of students and options are being reviewed to extend its breadth further.
- An extensive and inclusive programme of enrichment activities, available to all students, enhances the curriculum.
- The emphasis on the development of language and digital learning is making a significant impact on student progress across the school.
- A broad, balanced and highly relevant curriculum prepares students well for the next steps in their learning journey.
- The development and revision of the unique PSHE programme, the 'Whole Me', is making an increased impact on pupils' development and learning.
- Careers guidance and support for post-16 options and for post-school choices have improved considerably.

Curriculum pathways across the key stages offer plentiful, often personalised, option choices to meet the needs and interests of nearly all students. As a result, students nearly always make at least good progress across all subjects and phases. Further opportunities to study more vocational awards are under active consideration. Purposeful collaboration between subject areas and key stages further strengthens the quality of the content. For example, in design technology, careful planning ensures that students are taught the skills needed at an earlier stage which leads to a faster rate of progress.

The curriculum fully meets the requirements of the national curriculum for England. It is broad, balanced and age appropriate throughout all key stages and is richly

enhanced by a strong co-curricular programme. In line with the requirements of the Thailand Ministry of Education the school has developed the 'Thai Language, Culture and History' programme for both Thai and non-Thai students. A range of strategies and resources, including visits to the local community, are used by the Thai Department to motivate the language development of all pupils. For example, pupils visited a local temple to appreciate spiritual aspects of Thai culture and used newly developed language skills to greet the monks. Whole-school events based on Thai tradition and culture have been included in the school calendar.

Where appropriate, the curriculum is carefully modified to address the needs of EAL learners; in the early years, an 'Intensive English' programme provides enhanced input for identified students. The 'Support for Learning Team' is highly effective in identifying students' learning needs and uses this information to develop individual education plans to target their next steps. For senior students, relevant accommodations are arranged in external examinations.

The innovative 'Whole Me' programme is the result of a successful collaboration with Rugby School, UK. It offers an inclusive, holistic approach to the development of the academic, personal and social skills of all students. Careers guidance is integrated into the senior school. A fundamental part of the curriculum is the innovative Rugby Learner Profile which identifies the key learning skills to be developed across the curriculum; for example, in art lessons, students carefully reflect on their own work and that of others to improve learning outcomes. 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.

Curriculum leaders review and plan carefully and share relevant student information to ensure successful transition between each of the key stages. Within the improved enrichment programme, post-16 students benefit from the 'Get Ready for Uni' programme, which covers managing a budget, applying for university and preparing for the move to university in a new country.

The school offers an extensive array of co-curricular options including sport and performing and creative arts as well as the more academically focused support for additional language learners. Older students participate in the Duke of Edinburgh Award scheme and have this year been invited to debate at the Model United Nations international event. High-performing students are well catered for with modified curriculum options alongside accelerated programmes to develop their various needs

and students on scholarships have access to individual programmes, coaching and mentoring and participation in national events.

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

### Highlights and Recommendations

- The very high quality of the school's extensive range of accommodation in all areas of the school and in boarding provision
- The plentiful availability and use of resources, including technology in classrooms
- The school grounds and its range of high-quality sporting facilities
- The high staffing levels supporting learning across the school
- The maintenance of school buildings
- Displays of students' work celebrate the high levels of achievement across the curriculum.
- The range of specialist teaching staff and the recent extension of specialists to extend inclusion
- The availability of resources appropriate to the full range of age and ability of students
- Attention to safety across the campus

The quality and quantity of the school's accommodation and resources are outstanding. Mostly experienced, well-qualified staff work collaboratively to implement the curriculum successfully in small classes. The support-for-learning team ensures improvement in students' learning outcomes. Resources are chosen and used well to enhance the learning of pupils of all ages.

The state-of-the-art campus is located in a pleasant rural environment. Classrooms are spacious and light, and all are equipped with modern information technology. Wide corridors promote easy movement of students, displays of students' work or school information, encouraging students to become involved in the latest school charity or house event, for example. Each of the schools offers its own unique setting, appropriate to the age group. For example, in the pre-prep building children benefit from outdoor learning with classrooms opening on to a well-shaded central learning area complete with wigwam. School buildings are maintained to a high standard. Walkways between buildings provide protection from the rain and the sun. One

building lets in rain during storms but cleaning staff know to address this immediately. A range of suitable, well-considered adaptations were made to return students to school as soon as possible during COVID-19. Safety in the building is given due consideration and is established discretely, for example through the use of keypads which allow access.

In the performing arts centre, the wide range of specialist accommodation includes dance studios, practice rooms, a recording studio and a black box theatre providing students with an excellent environment in which to develop their skills. ICT suites, specialist labs and practical subject classrooms are of a high order. Well-stocked libraries, appropriate to the different ages of students provide a wide selection of choice to spark the individual's imagination. Study spaces encourage the pleasure of reading, with bright informative displays and comfortable seating areas in which to enjoy the latest book.

The purpose-built boarding house provides a welcoming family atmosphere where pupils can enjoy being part of a supportive community with opportunities to engage with others or study independently.

Areas within and outside classrooms stimulate learning, celebrate achievement and inspire pupils to be fully engaged in school life. Participation in sport is an integral part of RST life and a major part of the high-quality co-curricular experience. The extensive range of high-quality facilities, including shaded pools, a huge sports hall, a fitness room and climbing wall, for example, encourages students of all abilities whether they are competing at the highest levels in traditional games or experiencing more diverse options, such as sailing and kayaking.

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

### Highlights and Recommendations

- The school cares for and supports students very well.
- The school places students' well-being at the centre of all that it does.
- Rigorous procedures for child protection are in place.
- Students and parents trust staff implicitly.
- Teamwork across areas of the school ensures that staff meet students' needs consistently.

- The governing body has developed a range of policies and oversees their implementation regularly.
- The health team works closely with pastoral and academic staff.
- Boarding provision is of the highest quality.

The school's provision for ensuring the welfare, health and safety of its students is outstanding. All students receive an effective induction and become well known to staff. Students trust adults and know whom to refer to for help. They, and their parents and carers, are positive about the school as a safe, inclusive, respectful community. Procedures for safeguarding students are taken seriously by staff and appropriate care is taken in appointing adults who deal with children. There is a comprehensive policy for child protection. Training is in place for all staff, is continuously updated, and has been provided in Thai for support staff. Senior students working with younger ones also undergo safeguarding checks.

When students enter the school, parents provide a detailed range of educational and medical information which helps the school plan appropriately to meet their needs. Confidentiality is respected with staff informed on a strictly 'need to know' basis. Visitors complete an agreement form and wear identification; parents provide photographic identification for all adults who have permission to bring students to, or from, school. Arrivals and departures are smooth and safe and there are good levels of supervision at all times in the school day.

The school has in place effective medical procedures, including the safe storage of medicines. A health centre provides 24hour nursing care for students and staff, including an isolation room. During the COVID-19 pandemic, the school established exemplary procedures in preparation for its re-opening. Suitable arrangements exist for communication should a student need to attend hospital and accidents are recorded, communicated, and analysed to see if action is required. Through the 'Whole Me' programme, students develop a good understanding of what is entailed in healthy living and housekeeping and canteen staff ensure that standards of hygiene are high. Food provided is suitably nutritious.

Appropriate risk registers are in place for all school visits and are checked before trips take place. First aiders accompany all visits. The governing body oversees a number of detailed policies on safety and monitors the school's provision suitably. Safety walks take place every two weeks and are recorded. Fire drills, electrical checks and assessments of pool conditions are conducted appropriately and are recorded and

evaluated. Chemicals are stored safely but ongoing vigilance is required to ensure that there is never any potential for unsupervised student access to laboratories.

Drivers of school vehicles are appropriately vetted, and all vehicles used to convey students are regularly maintained and serviced. The school perimeter is secure. Careful records of attendance and punctuality are maintained and there are effective procedures to combat anti-social behaviours, such as bullying. There are clear and effective procedures to encourage good behaviour and reduce anti-social activity.

The quality of boarding provision is exceptionally high. Accommodation and facilities are of a high order and a good balance has been established between directed and unsupervised activities. A family atmosphere exists in all three boarding houses and relationships between staff and adults are close. House parents are also teachers; very regular communication ensures a regular flow of information between day and boarding provision. Students have a good range of enrichment activity, and their views are sought and welcomed on a regular basis.

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

### Highlights and recommendations

- Parents trust the school's leaders and staff and find them very approachable.
- The school listens well to parents and actively seeks their opinions.
- There is strong parental involvement in the life of the school.
- There are excellent links with local schools and local and national charities.

The partnership between parents and the school is outstanding. The school has established strong relationships with parents, who feel they are both active partners in educating their children and hold a strong voice in helping the school to get better.

The school provides effective communication through email, its website and regular access to computer-based applications. Parents of children in the early years have regular access to an app that provides examples of their children's work and progress. 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 the staff care deeply for both the students' academic and personal development and are pleased that their children are always safe and enjoy coming to school.

The parent-teacher association meets regularly with senior leaders to discuss suggestions for school improvement. Recently, they raised the question of the quality of food for students, which led to a review of menus and an improvement in that area. Parents also enjoy 'Meet the Principal' sessions.

The school has an appropriate complaints policy displayed on its web site. Parents believe the school deals with complaints sensitively and quickly. They feel that senior leaders and other staff listen carefully to their concerns and whenever possible accommodate them. No complaint has escalated to a formal stage in the process. The school records all complaints made. A number of school policies are written in Thai as well as English.

Parents find reports on attainment and progress very helpful. They say they are frequently updated on their children's progress in lessons. They welcome formal communication between staff and parents and value regular meetings and written comments that indicate what their children have done well and what they need to do to get better. Parents whose first language is not English value the availability of translators at parents' evenings and when they visit the school.

The school provides workshops for parents designed to improve their understanding of what it does and how to help with their children's learning. An example of this was a well-attended phonics workshop. It draws upon 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 daily.

Students are active in the wider community through charity events such as raising funds for local orphanages and Year 8 students coach sports in local Thai schools. Further community involvement is reviving post-COVID-19.

Parents feel that the arrangements to deal with the COVID pandemic were highly successful, allowing students to continue with their learning. They felt supported by staff through ongoing guidance on how to help their children learn at home.

## Standard 8: Leadership and management

### Highlights and Recommendations

- The school is governed, led and managed very well.
- The newly established vision provides a clear direction for the school.
- The governing body provides clear direction and support for the school and relationships with senior staff are excellent.
- The school has quickly established itself and has rising numbers.
- The school responded excellently to the demands arising from COVID-19.
- The school has very good strategic plans.
- The links with Rugby School UK enhance the governance of the school and the development of wider opportunities for students and staff.
- Strategic planning is established and builds well on knowledge of the school.

Leadership and management are good. The school has been developing rapidly and is moving strongly towards a unified whole-school approach from what were three separately managed schools on the same site. Recent middle leadership appointments are beginning to influence positively the school's provision for inclusive learning. Some teams are at early stages of development while others are well established. Given the rapid progress made recently, with the arrival of a new principal and the modifications to the structure of the governing body, the school has considerable capacity to improve from its already strong position.

The governing body, led well by its owners, is involved fully in school development in a well-defined partnership with the principal and senior school leaders. It provides much specialist expertise, and through partnership with Rugby School UK and close collaboration with its principal, ensures that students benefit from the best of internationalism in a school structured on a strong British tradition but taking full account of Thai culture. The principal's first appraisal is under way. The recent establishment of additional committees ensures that all aspects of the school are supported and challenged appropriately. Financial and safety overview have been firmly established and there is a coherent approach to strategic planning. The school's policies are of good quality and are regularly reviewed but the impact of COVID-19 has inevitably caused some slippage to planned review dates.

The school is fully compliant with its legal responsibilities and pays particular attention to equal opportunities. Many policies start with statements about ensuring safety and well-being for all students and pay particular attention to those with protected characteristics. Appointments procedures are transparent. External interviews always include at least one member who has attended safer recruitment training.

School leaders have high expectations of themselves and others and are constantly striving to provide the best possible education for their students. They welcome participation and actively seek the views of parents, students, and staff. They conduct regular surveys and act on comments made. The overwhelming majority of staff feel that they are led well and are proud to be working at the school. Teacher turnover is a factor in most international schools, but RST's turnover has been relatively low. The school pays careful attention to its appointment processes and has used its links with Rugby School UK, for example, to provide the opportunity to observe teachers in action.

Considerable attention is given to the professional development of staff. The programme for the current term has been on what makes great teaching. Staff also feel that they are given opportunities to develop their skills and knowledge through activities in school or by attendance, virtually or actually, on relevant courses. New staff feel welcomed and receive detailed induction. Systems for staff appraisal have been developed in parts of the school and need to be extended across the school, bearing in mind the considerable differences that arise from teaching quite different age groups.

Strategic plans are precise about actions to be taken, timelines and responsibilities. They are derived from careful self-evaluation. This process will be strengthened when the school completes plans for a whole-school approach to generating and analysing data that shows students' progress within lessons and against standardised benchmarks. This will be useful for subject leaders who have been improving transition within, and between, the three schools and facilitate departmental and whole-school planning.

The school is managed well operationally. Staff are clear about their roles and are managed well. Teamwork is of a high order and is enabled by a structure based on regular meetings and effective communication.

The school managed remote learning extremely well during the pandemic and received much praise from parents for its detailed, imaginative approach and for communication during this time. It used its residential capacity to enable a carefully structured and suitably controlled return to school. It became the first school in the country to return and became a model for others. To achieve this there was considerable personal sacrifice as many school staff, including canteen staff and

cleaners, for example, moved into special accommodation at this time. Success was built on extensive teamwork and commitment to the school community.