

Regents International School, Pattaya

British Schools Overseas Inspection Report

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Age Group: 2-18
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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 registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. 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 for parents, carers and others.
7. The school's procedures for handling complaints.
8. The leadership and management of the school.
9. The quality of provision for boarding.

The purposes of the 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.

The BSO inspection was combined with an inspection carried out with inspectors from the Thai Ministry of Education's Office for National Education Standards and Quality Assessment (ONESCA). The outcomes of the ONESCA inspection are contained within a separate report.

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

Regents International School Pattaya was founded in 1996 with the intention of providing an English-style education for children in the growing city of Pattaya. It is an inclusive, independent, privately owned, co-educational school that caters for children from two to 18 years. The proprietors are Dr Virachai and Nord Anglia Education. It became part of the Nord Anglia group of schools six years ago in August 2012.

The school is situated in Chonburi, Pattaya approximately 100kms south of Bangkok just outside Pattaya on the east coast of the Gulf of Thailand. It occupies a large site with different buildings for early years, primary, secondary and boarding. The school is larger than others of a similar type. Currently there are 1145 pupils on roll, 85 of whom are boarders. This represents a drop in enrolments of 40 pupils from the previous year. They moved to a new school opening in the area. In total, 270 pupils left the school last year.

Approximately 32% of pupils are Thai nationals and the remainder come from 52 different countries, including Korea, Britain, China, Russia, Japan and India. English is the language of instruction for all pupils. Approximately 85% of pupils speak English as an additional language and 66 of these pupils require extra support to access the curriculum. Overall, there are 35 pupils who have recognised special educational needs and/or disabilities. A further group of pupils have been identified as being in need of support but do not have a recognised diagnosis.

There have been significant changes to the senior leadership team this year. In August 2017, the school gained a new principal, head of secondary, deputy head of secondary, financial director and director of admissions and marketing. The head of primary and head of boarding are leaving this academic year. A well-qualified team of 113 teachers, the majority of whom are

British, provide a ratio of, on average one teacher to every 10 pupils. Teacher turnover is high at 49% this year. Pupils' learning is supported further by seven learning support assistants and 42 teaching assistants, including seven who provide support specifically for those students with additional language needs.

Children in the foundation stage follow the early years foundation stage curriculum; pupils in key stages 1, 2 and 3 study the national curriculum for England. In key stage 4, pupils prepare for International General Certificate of Secondary Education (IGCSE) and General Certificate of Secondary Education (GCSE) courses and students in post-16 study the International Baccalaureate Diploma Programme (IBDP). A wide range of sporting, creative and academic after-school and community activities enhance the curriculum for all day and boarding pupils. After their post-16 studies, almost all students move on to universities around the world, including a large proportion to the United Kingdom (UK).

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 with 10 weeks' notice of the start date of the inspection. The inspection team had access to information about the school prior to the inspection. During four days, the team observed 64 lessons, 19 of which were conducted jointly with a member of the senior leadership team. Inspectors held 32 meetings during which discussions with staff, pupils, parents and governors took place. Inspectors scrutinised pupils' work and school documents and generally observed the school at work.

Evaluation of the school

Regents International School, Pattaya is a good school. It provides a good quality of education for all of its pupils and meets the standards for British Schools Overseas. It shows good capacity for further improvement.

In **English**, across the school, pupils attain above expected levels. At key stage 4, pupils' attainment is outstanding and exceeds the national averages in the UK. Children in the early years foundation stage make outstanding progress, as do pupils in key stage 4. Pupils make good progress in all other phases.

Most children arrive in the Nursery with limited communication skills and speak English as an additional language. Activities that are child-focused and planned well enable children to make great strides with their communication skills. Most children apply their phonics' knowledge confidently to tackle unfamiliar words. Children are encouraged to sequence, re-tell and create their own stories through the 'Helicopter Stories' project. Children in Reception enjoy writing to express their views in their 'busy books'. Most are able to write create short paragraphs using more complex words and basic punctuation.

In primary, key attention to speaking skills continues through focused discussions using learning from other curriculum areas. Pupils in Year 1 explore how to survive a week stranded on an island with no resources and plan their escape using their scientific knowledge about building boats. Across the primary phase, as they grow in confidence and are introduced to different genres, many pupils select appropriately challenging texts to read independently. The development of effective writing skills varies across the primary phase.

Pupils in the secondary phase demonstrate good skills in text analysis. Year 12 students are able to empathise with Shakespearean characters and evaluate accurately the motivations of the playwright. Extended writing skills develop very well across the secondary phase through high quality feedback focusing on both grammar and content.

In **mathematics**, pupils' attainment is above average and they make good progress.

In the early years, there is a strong focus on basic skills and, by the end of Reception Year, a large majority of children meet or exceed the early learning goals in numeracy and shape, space and measure. Reception children show confidence in their ability to use practical materials to demonstrate number bonds up to 20 and can explain their reasoning clearly.

Primary pupils make good progress and achieve above average standards by the end of Year 6. Year 2 pupils are clearly able to recognise and solve word-based addition and subtraction problems. Year 6 pupils show skill and confidence in calculating the volume of cuboids and in constructing three-dimensional shapes to meet particular constraints.

In key stage 3, pupils make good or better progress, with most exceeding age-related expectations. They continue to develop their wide range of mathematical knowledge, understanding and skills. This is reinforced and extended by solving increasingly difficult problems.

Progress in key stage 4 is outstanding. By the end of Year 11, pupils achieve very high standards in IGCSE examinations, above international averages. Year 10 pupils show great skill and ability when using factor theorems to solve polynomial expressions at a standard that is well above that typical for their age.

Post-16 students continue to make good progress and achieve above average standards. Year 12 students show good skills in their ability to recognise and apply a variety of integration skills to solve increasingly complex problems.

There is evidence of pupils applying their mathematical knowledge, understanding and skills to research and solve practical and investigative problems across the school, especially in the early years and the primary phase. This could be even more widespread in the secondary years.

Pupils who have special educational needs and/or disabilities make good progress at the same rate as their peers. They receive effective support and guidance, which develops their confidence to work independently.

In the early years, children attain standards in line with or just above age-related expectations in the early learning goals related to **science**. Children begin to develop scientific investigation skills through activities which are planned well and stimulating within the continuous provision. Children in Reception can predict the path of a car going down a raised hollow tube and the distance the car might travel.

In the primary phase, pupils develop their skills well in the scientific method mainly in integrated topics and by taking part in science, technology, engineering, art and mathematics (STEAM) weeks. Pupils are encouraged to predict, test, record and evaluate their findings. In Year 4, pupils use electrical components effectively to make increasingly complex circuits and working models of sustainable housing. Pupils develop practical working models of sustainable transport in Year 6.

In Year 9, pupils use scientific skills to calculate the density of mystery objects using displacement and measurement of mass and critically evaluate and improve their experimental design. By the end of the secondary phase, pupils attain IGCSE grades in separate sciences

which are broadly in line with and slightly above world averages. In 2015, overall attainment levels reduced because, for the first time, all pupils were entered for the examinations. There has been a three-year trend of increasing attainment in all three sciences. Current data and students' work show that outcomes in 2018 are on track to continue this rising trend.

Attainment in the IBDP is broadly in line with, and sometimes just above, world averages for each science subject. There has been consistent, strong performance in the past three years despite smaller cohort numbers and specific English communication issues affecting the overall attainment at the higher grades.

Across all phases, pupils make progress at least in line with expectations from their starting points. Overall, there is no significant difference in the progress of boys and girls and those pupils who have special educational needs and/or disabilities.

Progress in **information and communication technology (ICT)** and **computing** and in **other subjects** is good across the school for all groups of pupils. Their attainment is above average. Children in the early years use computers and tablets independently to, for example, play interactive games, join in mathematics and phonics activities and read stories. They suggested using programmable toys to make their junk models move. Overall, they make good progress in using keyboard and mouse skills.

In the primary school, pupils continue to make good progress because they learn skills through discrete lessons from a specialist teacher; this is followed by integration and consolidation with the class teacher. In Year 2, pupils independently and successfully, use specialist programs to create titles, text boxes and add pictures to their work about Thai trees. Throughout the primary phase, pupils independently choose from a range of technology for use in their work every day.

In Year 9, pupils enjoy using editing techniques for their film trailers. By the end of the secondary phase, pupils' attainment in IGCSE examinations is high, with almost all pupils achieving grades A* to C. Pupils have fewer opportunities to use technology throughout the curriculum in key stage 3 due to the lack of resources and infrastructure, but this is to be upgraded next academic year. Over time, attainment has remained consistently above world averages at IGCSE level.

The majority of students taking information technology in a global society (ITGS) as part of the IBDP achieved 5+. This is above international averages.

Across the school, pupils make good progress in a range of **other subjects**. In IGCSE courses, 86% of pupils achieved five A* to C grades, including in English and mathematics, in 2017; overall, this is above international averages. Pupils' average subject grades are above international averages in the IBDP, although there is some variation between subjects.

Almost all other subjects are taught well so that pupils are engaged in their learning. In geography in Year 10, pupils show considerable ability in recognising the factors contributing to flooding in Bangladesh. They identify succinctly the impacts this creates and suggest possible responses. Pupils compare with confidence such flood events with those in the UK and Thailand.

Pupils particularly enjoy the arts curriculum, developed alongside The Juilliard School's performing arts learner ambitions for music and, more recently, for dance and drama. In drama, pupils use a creative and experimental approach to investigate shadow theatre.

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 overall. There is sometimes insufficient challenge for all pupils, but particularly for those who speak English as an additional language and for the most able. Data and assessment information are not always used effectively by teachers to plan lessons that meet the needs of all pupils. The use of technology is less well embedded in the secondary phase (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 this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The quality of the school's provision for boarding is good (see Standard 8 below).
- The leadership and management of the school are good. New leaders are currently developing a new vision for the school that should be communicated to, and embraced by, all stakeholders. School development planning is in process to reflect ambitious goals and should be evaluated for impact regularly. Improvements have been made and are planned for working collaboratively, but better alignment of policies and practices across primary and secondary are required, alongside sharing best practices particularly in communicating with parents. There are a large number of new teachers and leaders joining the school in the summer. Strategies need to be in place to retain these teachers. (see Standard 9 below).

As a result of this inspection, undertaken during May 2018, the school has demonstrated that it meets the Standards for British Schools Overseas. 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 all the requirements of the standard. The **curriculum** is good in all phases of the school and enables pupils to make good progress. There is clear progression and a strong British focus throughout. The curriculum emphasises the school's diversity by celebrating annually a wide range of religious, national and international festivals and events.

The curriculum is broad, balanced and meets the needs of all pupils, including those who have special educational needs and/or disabilities and those who speak English as an additional language. It is constantly monitored and reviewed and then adapted to meet changing requirements and new developments.

In the early years, the curriculum provides children with exciting learning experiences through imaginative play and investigation that stimulates curiosity and engagement. Continuous provision is planned well and ensures children learn about the world around them and have the

opportunity to make independent choices. The transition between different phases of the curriculum has improved, particularly from primary to secondary. However, there is still work to be done in aligning some policies and practices across the primary and secondary phases in different parts of the curriculum.

The curriculum prepares pupils well for the next stage in their education and allows them to enter or re-enter the UK education system with ease. Year 13 leavers enter successfully a variety of further and higher education courses across a wide range of institutions in the UK and internationally. A comprehensive programme of personal, social and health education includes appropriate age-related careers education for secondary pupils. Students in Years 12 and 13 say that they receive excellent advice and guidance that helps them to prepare for further and higher education.

An outstanding enrichment programme enhances the curriculum greatly. Approximately, 280 activities are offered for day and boarding pupils covering a wide range of sporting, musical, artistic and academic options. All pupils participate at least twice a week. Additionally, further enrichment comes through partnerships such as with Round Square, The Juilliard School for performing arts, MIT for science and technology, and Nord Anglia Education's Global Campus. Round Square is a worldwide association of schools which share a commitment, beyond academic excellence to personal development and responsibility through service, challenge, adventure and international understanding. The school makes excellent use of partnerships in the local community and immediate environment, such as visits to local children's centres including those for children who have special educational needs and/or disabilities.

Pupils who speak English as an additional language receive extra support as appropriate. In the primary school, this happens both within lessons and through additional provision. In the secondary school, it is provided through discrete courses and pupils are withdrawn from some lessons to work in small groups. However, there could be more targeted planning for individual progression within this provision.

The curriculum emphasises the Round Square values of internationalism, democracy, environmentalism, adventure and service. These make a strong contribution to pupils' knowledge and understanding of the British values of democracy, the rule of law, individual liberty, and tolerance and mutual respect for all. There is a positive commitment to equalities and pupils are educated in an age-appropriate way in the protected characteristics such as age, disability, race and sexual orientation. The curriculum meets all the requirements of the Equalities Act 2010.

Further curriculum links with the UK come in subjects such as geography and history. For example, in history, Year 9 pupils study the impact of the first world war on British politics, society, work and the economy, and relate these to the present day. The school celebrates key British occasions such as Remembrance Day, and appropriate attention was given to the recent royal wedding, increasing pupils' knowledge of the structure and role of the royal family. The curriculum also celebrates a wide range of other religious, national and international festivals and events.

The quality of **teaching, learning and assessment** across the school is good. Teachers have strong subject knowledge and provide clear explanations and engaging tasks which are planned well and promote good progress.

In the early years, teachers have a clear knowledge of how young children develop and learn. Teaching is focused very much on learning through play and exploration. Teachers provide a good range of learning opportunities, and make sure that all children have a wide range of

experiences that challenge them to think about what they are doing. This develops children's confidence, promotes independent learning skills and improves their knowledge of the world around them. Lessons are planned well and take account of children's prior attainment from their individual learning diaries. Teachers assess continuously how well children are learning and adjust activities to suit individual needs. As a result, children make at least good progress in achieving the early learning goals.

Pupils say that they enjoy learning in their school. Relationships between teachers and pupils are very positive and mutually respectful, leading to a productive learning environment. In lessons, almost all pupils' behaviour is usually excellent. Pupils are typically enthusiastic and motivated learners and routinely enjoy opportunities to work collaboratively and learn through discussions with their peers. They participate actively in their learning and feel confident in seeking clarification.

Teachers have good classroom management skills and lessons are typically paced well to engage pupils. In the large majority of lessons, teachers use good questioning skills to provide pupils with opportunities to extend and deepen their learning.

Where learning is most successful, teachers have high expectations and set challenging tasks that are closely matched to pupils' needs and abilities. This often includes group or collaborative work and encourages pupils to become more independent. Teachers encourage pupils to reflect and think about their learning rather than just absorbing knowledge. At such times, the pace of learning is rapid and leads to sustained progress. Although teaching overall is good, expectations of what some pupils can achieve are sometimes not high enough. This is particularly the case for most able pupils and those who speak English as an additional language. This means that the work set does not always challenge these pupils to make the best possible progress or enable them to achieve the highest standards.

Teachers use a range of resources effectively to motivate and engage pupils in their learning. Across the school, pupils are encouraged to find things out for themselves. In the early years and primary phases, pupils make good and confident use of a range of technology resources to support their learning. This is less prevalent in the secondary phase due to resource and infrastructure limitations, although these are set to improve next year.

Teachers know their pupils well as individuals and have a good knowledge of pupils' strengths and weaknesses. Classroom activities are planned effectively to assess learning, and teachers routinely give constructive and useful feedback on what pupils need to do to improve their work. A variety of robust systems are used to assess and track pupils' progress. However, this data is not always used as well as it might be to match work closely to pupils' individual needs and abilities and to challenge them to make rapid progress.

The styles of teaching, learning and assessment take account of those commonly used in schools in the UK and equip pupils with the knowledge and skills to enter or re-enter the UK educational system at an appropriate level.

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

The school meets all the requirements of the standard. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils demonstrate high levels of self-discipline and their behaviour is exemplary at all times during the school day. Their positive attitudes and pride in

their achievements is evident in lessons. They are respectful of one another and of the adults around the school. Pupils enjoy coming to school and arrive prepared well to learn. This is reflected in their regular attendance and their punctuality to lessons. Pupils demonstrate great pride in their school and are keen to acknowledge, share and celebrate their own achievements, as well as those of others. As a result, there is an atmosphere of mutual care and support in lessons and around the school. When rare incidents or conflicts occur, pupils are secure in the established processes that misdemeanours will be dealt with immediately, in a sensitive way, by the individuals involved or through support provided by older pupils or adults.

Pupils demonstrate a strong sense of right and wrong. They appreciate the opportunities to provide service to others who may not have the same opportunities as themselves. Their sense of fairness is remarkable. For example, when a school excursion is considered too costly for some families, pupils seek out senior leaders to request alternatives so that everyone can participate equally. This sense of moral duty is developed further through their work with community partners as part of the Round Square programme. Pupils identify groups that face discrimination, either social or economic, in their daily lives and devise support that can actively make a difference. Community partnerships are managed sensitively by pupils to ensure that beneficiaries contribute equally to any decisions. There is no place for partisan political views. Through this wide range of initiatives, the school meets its obligation to encourage respect for the protected characteristics set out in the Equalities Act 2010.

Pupils are given many opportunities to take responsibility for themselves and others, so building their self-confidence. They enjoy participating in the extensive range of extra-curricular activities. Many also successfully organise and run their own clubs. Through a range of leadership roles across the school, as prefects, student councillors and Round Square Pillar leaders, pupils become more aware of the importance of the rule of law. One example of this is the role of the student guild. This takes responsibility for funding new initiatives led by pupils if they are persuaded that the initiative will make a difference to the lives of others. The range of opportunities to make decisions and take responsibility promotes an understanding of the fundamental British values of democracy.

There is a strong commitment to encouraging an understanding of all the communities that make up the school. The personal, social, health education curriculum supports the development of cultural and social development; respect for others is the core of that work. Discrimination is not tolerated by the pupils, who are very loyal to other pupils' feelings, faiths and backgrounds, or by adults. One pupil states that he does not need to travel around the world because he has the best of all worlds, that is, access to different foods and cultures, in his school.

There is a growing understanding of British culture and society through a range of curriculum initiatives as well as whole-school events. Pupils have a strong awareness of the public institutions across Thailand and, through their personal, social and health education and history curricula, the major institutions in the UK. Pupils are also able to talk about key aspects of the UK in current times. The special assembly in the early years for children to celebrate the UK royal family's wedding is a reflection of this. There is a growing understanding of British culture and society through a range of curriculum initiatives such as a focus on British authors. Pupils also consider the effects of the second world war on a number of countries, including Britain. Significant historical events are also given emphasis. An assembly to acknowledge Remembrance Day takes on board not only the British experience but considers the experiences of all the countries involved.

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

The school meets all the requirements of the standard. Arrangements for the welfare, health and safety of pupils are outstanding. Pupils feel safe and secure and know that any concerns that they have will be addressed. There is a caring environment where relationships between adults and pupils are mutually respectful and positive. Established buddy systems support new pupils' social and emotional needs when they join the school. New pupils are also allocated academic support to ensure that their transfer into a new learning environment is seamless. This support is extended to parents so that they are involved actively in their child's learning. Internal school transition procedures are equally comprehensive.

Robust procedures ensure the safety and health of all children and adults. The school's written risk assessment policy is implemented effectively through daily risk assessments, frequent safety and security checks; well-established routines make certain that the school is a safe place for learning. Any identified concerns are resolved in a timely manner by specialists. Security of the premises is ensured with great vigilance. Transport arrangements are thorough and all off-site visits are subject to rigorous planning and safety requirements through risk assessments. Procedures for fire evacuation and lockdowns meet the expectations of the host country and are as stringent as in the UK. These are rehearsed, monitored and recorded well. The school's systems for handling medication and the recording of medical records are thorough and monitored effectively by senior staff. Healthy living and healthy eating are promoted strongly through personal, social and health education programmes and whole-school projects. Awareness of issues around mental health and body image are dealt with as a matter of priority by qualified medical staff.

Pupils' attendance is above average. Pupils are always punctual to lessons.

The school's safeguarding systems for all pupils including boarders are comprehensive and conform to best practice in the host country and the UK, and to the minimum standards for boarding. All adults in school are trained to ensure pupils' safety at all times and the policy is applied rigorously. Pupils know where to turn for support at times of need and report feeling very safe in school. E-safety is an ongoing, high priority and cyber-safety training has been incorporated into the personal, social and health education curriculum. There are robust procedures in place to monitor any incidents.

Standard 4. The suitability of the proprietor and staff

The school meets all the requirements of the standard. The school has reviewed fully its policy and procedures in 2017/2018. It works very closely with Nord Anglia Education to ensure all the required checks are in place and to confirm that employed staff are not barred from regulated activity relating to children; this is in accordance with the Safeguarding Vulnerable Groups Act 2006. The school has a comprehensive single central record of all staff, including governors, drivers, volunteers, maids, staff living on site, coaches and tutors.

The school has recruited a large number of new staff this year and all the checks regarding their identity, medical fitness and right to work in Thailand have been implemented rigorously and recorded before finally confirming their appointment. Staff involved in appointing personnel have undertaken safer recruitment training. Locally recruited staff are thoroughly police checked and subsequently trained in all safeguarding matters. Rigorous checks are also in place for the

proprietor and board of directors. Nord Anglia Education reviews all processes, checks the systems are implemented fully and supports the school.

Standard 5. The premises and accommodation

The school meets all the requirements of the standard. Pupils enjoy a good learning environment. School leaders actively promote safety at all times. There are highly effective systems in place to ensure the security of the grounds and premises. The school buildings allow safe access for all pupils, including those who have special educational needs and/or disabilities, on the ground floor of all buildings across the site. Leaders are evaluating and developing options to make all buildings completely accessible for pupils with physical disabilities.

Leaders have high expectations for the school site. Accommodation continues to improve. It is safe and of a high quality. Leaders have remodelled the secondary classrooms, the indoor gym, the covered outdoor sports area, sports hall and the excellent music suite. There are plans to remodel primary classrooms, the primary 'Hive', boarding, drama and to rationalise the site to enable more cross-curricular links. Senior leaders are thoughtful and strategic in their planning of changes to the learning environment.

Senior leaders ensure that resources are targeted to meet curricular priorities, including the provision of fibre optic cabling to increase internet bandwidth to enable better use of technology in future. The school has linked with a world-leading technology company to plan and model the improved technology infrastructure and the appropriate educational use of technology for maximum impact on learning.

Specialist areas include the remodeled, secondary teaching areas. The new indoor and outdoor sports facilities and sports fields encourage pupils' participation in a wide range of sports and physical education activities. The parent support group has a dedicated room to welcome, support and involve parents further. The primary and secondary cafeterias serve a wide range of high quality, healthy food which is prepared in hygienic surroundings.

The cleaning and maintenance team ensures that the buildings, toilets, grounds and classrooms are cleaned and maintained to a high standard. Pupils are rightly proud of their school environment and treat their surroundings with respect.

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

The school meets all the requirements of the standard. The provision of information for parents, family carers and others is good. The school's website has been upgraded and is informative, easily navigated and provides a comprehensive range of curricular, organisational information and policies for prospective and current parents. This includes policies on sanctions. Hard copies of this information are also found in the school's handbook. The school provides regular, useful information for parents, including a weekly parental bulletin, blogs for parents, as well as regular and ongoing updates of the school's online platform pages.

The school provides two full reports per year, detailing academic, personal attainment and progress. The school organises regular parents' evenings, to present clearly and discuss the

attainment and progress of pupils and how parents can help their child to improve their learning further. In all phases, parents comment that teachers and tutors are proactive and responsive to their needs, providing valuable information about their child's progress, answering questions and solving any problems which may arise. This is especially strong in the early years and primary phases, where teachers use an online platform to upload videos and pictures of the activities and the learning of the children and pupils as part of the information they offer.

The growing parent support group offers parent-to-parent support and has regular meetings with school leaders. Leaders have developed a parents' room, a permanent base for meeting, socialising and supporting each other. The school and the parent support group are developing the role of ambassadors from each of the main nationalities represented in the school, to further improve information sharing, communication and pupils' integration into the school. The parent support group and parent ambassadors are highly effective in providing support to improve significantly the transition from primary to secondary school. The parent support group aims to foster direct contact between parents and the school, playing an important role in building a sense of community.

Parents' verbal feedback during the inspection, and responses in the most recent school survey, show that the school provides good information overall about pupils' attainment and progress as well as effective day-to-day information. Parents say that school leaders are now more responsive and use the information from parents more effectively to improve the school in many ways. School leaders provide information about the extensive range of extra-curricular activities with an online booking system.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standard. The school has a complaints policy which has recently been improved and updated and is now available on the website. Parents are aware of the procedures on how to complain as these have been communicated verbally, but they are unaware of the policy. The policy is set out clearly in stages for both informal and formal complaints. Its aims are clear: to be fair, open and honest with the interests of the pupil always central. All complaints that have reached stage 1, involving the heads of primary or secondary, have been dealt with swiftly to the satisfaction of all and recorded appropriately. There have been no complaints escalated to further stages, which would involve the Nord Anglia Education regional managing director.

Standard 8. The quality of provision for boarding

The school meets all the requirements of the standard. Provision for boarders is good and pupils say they are happy, are looked after well and enjoy the food. They are provided with all meals and can prepare their own snacks in the common area kitchens. The provision at least meets the national minimum standards for boarding that apply in the UK.

There are currently 85 full-time boarders aged from nine to 18 in purpose-built accommodation on the school site. This is separate for senior and junior girls and boys. Flexible boarding is also available. Accommodation is spacious with plenty of opportunities to personalise individual spaces. Students in the sixth form have individual rooms, while others share two or three to a room depending on its size. Communal areas are used well and pupils can use the school's

facilities, such as the artificial pitch, out of school hours. There are plans to refurbish and remodel the accommodation during the summer break to make it even more inviting.

The care and support of pupils are of a high standard. Pupils say they felt well prepared for becoming a boarder, having received a booklet and visited prior to becoming boarders. Heads of boarding, house parents and gap students provide high levels of care and pupils are very well known to them; indeed, the school feels that relationships between staff and pupils are their main strength. Boarders confirm they feel safe and that they know who to go to for help and feel comfortable approaching the nurse, gap students and house staff for help. Individual pupil welfare is discussed at fortnightly head of house meetings. Their emotional well-being is given high priority, as pupils are encouraged to talk about any issues; pupils say they can access counselling services, but that 'it only takes around two weeks to get over homesickness'. High levels of safeguarding are evident. Pupils are not allowed off site unsupervised at any time. Pupils report that there is no bullying and if there is ever an issue, it is dealt with swiftly by the boarding staff. Boarders benefit from the same high levels of equal opportunities as all pupils. Pupils say that all are treated very fairly and they respect one another.

Pupils are happy with the range of trips provided every weekend, but welcome the improved changes to the schedule for next year. There is a huge range of extra-curricular activities to choose from daily, as well as art, table tennis, gym equipment, and a dance studio for girls available within the boarding accommodation. Academic studies are also supported as there are teachers available each evening to help with homework. Boarders are encouraged to keep in contact with home via email, telephone and messaging. Boarders have a voice and are listened to. They have a boarding council group that meets monthly as well as a suggestion box for new ideas, such as changing water dispensers and using less plastic.

The current head of boarding has been with the school for around 14 years but is leaving this summer. A new, highly experienced head is already in post at the school to ensure a smooth handover. He has already put in place proposed plans for improvements to the accommodation and trips. Pupils say they will miss the old head with whom they have a good relationship but are welcoming of the new head. Stringent safeguarding checks are in place for the recruitment of all staff.

Standard 9. Leadership and management of the school

The school meets all the requirements of the standard. The leadership, management and governance of the school are good. This year, the new principal, alongside other new and existing leaders and with the support of Nord Anglia Education, has initiated change, raising expectations and improving staff morale after a period of turbulence. The school is now more stable and looking to a positive future. Leaders show a strong capacity for further improvement.

The school's vision statement is currently under review. Leaders plan that it will bring together the wide range of community and global partnerships the school enjoys. The ideals of Round Square are key to their ethos alongside Nord Anglia Education's philosophy to 'be ambitious'. Leaders recognise that the development of their shared vision must be communicated effectively and embraced by parents and all stakeholders in order to be meaningful and successful.

Leaders' main focus has been on assessing the school's needs and improvements and identifying key areas of priority. Leaders have been cautious, for good reason, about rapid change and this has slowed strategic progress. Priorities for the future are not yet written

formally as a school development plan, but focus on developing trust, bringing back a sense of community with parents at the heart and reviving Round Square ideals and ethos, all in the context of a global and inclusive community. It is clear that leaders recognise the need for all development plans to be ambitious and regularly evaluated for impact on pupils' academic and personal development. It is evident in the school population that the school is fully inclusive, promotes equality, celebrates diversity and tackles any form of discrimination. Leadership fulfils its responsibilities in ensuring that the BSO standards are consistently met.

A large number of teachers are leaving the school this year and leaders have spent a lot of time in recruiting high quality new staff. Leaders understand the priorities in developing a strategy to ensure they retain these new staff through excellent induction, inspirational role models and high aspirations, all begun during the interview process. Leaders have rationalised some leadership roles in order to streamline and align better the primary and secondary phases. Leadership of the early years is good, along with other middle leaders. The school understands the need for common policies and practices across the whole school and how each phase can learn best practice from the other. One example is the communication with parents.

All staff are appraised and are now effectively held to account through the school's ambitious performance tracker. Teachers self-assess and set their own targets based on the Nord Anglia Education teacher standards and leadership competencies with support from line managers. These inform professional development which is extensive. Staff can choose from the wide range of external courses available through Nord Anglia university and other partners and school-based professional development. These include masters programmes, action research projects, leadership courses and a wide range of sessions focusing on developing teaching and learning strategies. Members of the leadership team have recently each been through a review process, involving their peers at all levels, which was beneficial in setting their own targets for improvement based on the perceptions of others.

The board of governors, Nord Anglia Education, have been supportive and a critical friend, particularly in recent times. All policies are produced centrally and safeguarding is of the highest standard with a global safeguarding officer in post to support even further. The principal is appraised very effectively and held to account by the board. The board listens to the views of all stakeholders, regularly analysing questionnaires to inform future developments. The board ensures that all legal requirements are met and that financial safeguards are in place. It ensures growth and capacity for all its schools depending on current need. The separate responsibilities of governors and the school's leadership are understood and respected. This allows the school to be distinctive while working within a supportive Nord Anglia Education framework.

Compliance with regulatory requirements

Regents International School, Pattaya fully meets the requirements for British Schools Overseas.

What the school could do to improve further

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

- Increase the consistency of outstanding learning across the school by:
 - ensuring challenge and high expectations for all, but particularly for those pupils who speak English as an additional language and the most able
 - using data and assessment information more effectively to inform lesson planning to meet the needs of all pupils
 - improving and embedding the use of technology throughout the curriculum, particularly in secondary.

- Establishing the new leadership team by:
 - developing a shared vision that is communicated effectively to all and embraced by all stakeholders
 - planning the school's development to reflect ambitious goals and evaluating regularly the impact of initiatives on students' progress
 - aligning better the policies and practices across the primary and secondary phases of the school
 - sharing best practices across the phases particularly in terms of communicating with and reporting to parents
 - developing a strategy to motivate, inspire and retain the large numbers of new teachers joining the school.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

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Leadership and management

Overall effectiveness of leadership and management		√		
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School details

Name of school	Regents International School Pattaya
Type of school	Independent, privately owned, co-educational school
Date school opened	1994
Age range of pupils	2-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1145
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	Range: 296,400 to 643,150 Baht
Annual fees (boarders)	Extra 362,900 Baht
Address of school	33/3 Moo 1 Banglamung, Pong Chonburi 20150
Telephone number	+66 (0) 38 418 777
Email address	admissions@regents-pattaya.co.th
Headteacher	Sarah Osborne-James
Proprietor	Dr Virachai and Nord Anglia

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 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.

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. Education Development Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the office for Standards in Education, Children's Services and Skills (Ofsted). Education Development Trust is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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