

# Trail International School

## British Schools Overseas Inspection Report

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Age Group: 2.5-18

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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 its 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. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of 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.

## Key for inspection grades

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## 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

Trall International School, Bangkok, is a comprehensive, independent, privately owned, co-educational school that caters for children from two to 18 years. The school is situated towards the Eastern suburbs of Bangkok, in the Bang Kapi district. The school is smaller than others of a similar type. It opened 53 years ago with 82 pupils and currently there are 424 pupils on roll, 19 of whom are boarders.

Approximately 59% of pupils are Thai nationals and 24% are Japanese pupils. There is a total of 36 nationalities represented in the school. English is the language of instruction for all pupils. Approximately 93% of pupils speak English as an additional language and 31% of secondary pupils require extra support to give them access to the curriculum. There are just three pupils who have a recognised special educational need and/or disability (SEND), because the school cannot provide for complex needs. A further group of eight pupils has been identified as being in need of support and these pupils have individual education plans.

The principal has been in post for nine years and the head of secondary for three years. The posts of director of studies and head of student welfare were recently created. The head of primary is new this year. A well-qualified team of 54 teachers, the majority of whom are British, provide a ratio of, on average, one teacher to every six pupils. Teacher turnover is at an acceptable level. Last year 17 teachers left and 17 joined. Pupils' learning is supported further by 11 classroom assistants in primary, a nursery assistant and two learning support assistants in secondary. This includes seven who specifically support those with additional language needs.

After their post-16 studies, almost all students move on to universities around the world, including a large proportion to Thai universities.

## 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. Over four days, the team observed 49 lessons, nine of which were conducted jointly with a member of the senior leadership team. Inspectors held 26 meetings during which discussions with staff, pupils, parents and governors took place. They scrutinised pupils' work, surveys of the views of parents, pupils and staff and school documents and generally observed the school at work.

## Evaluation of the school

**Trail International School is a good school and provides a good quality of education for pupils from two to 18 years.**

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

The large majority of children arrive in the **early years** with limited English and limited experience of formal learning. Priority in the first term is given to the development of listening and speaking skills, physical development and self-care. A high adult-to-child ratio results in children feeling nurtured and secure in their classes. Outdoor play supports children's gross motor skills. Class activities are focused on developing creative and fine motor skills. In Nursery, almost all children are able to use scissors safely and Reception children are able to form letters correctly.

The early years foundation stage (EYFS) curriculum objectives are used to plan whole-class focus and independent activities. While the wide range of activities are beginning to help children make independent choices about which task to choose, activities are not rigorously linked to the main focus objectives or to children's individual needs to enable each one to make good progress. This results in a minority of children being insufficiently prepared to tackle the Year 1 curriculum for literacy or mathematics. In 2019, children's good level of development at the end of Reception was below the national average for England. Links with parents and carers are positive and well developed through the sharing of learning. Parents regularly join their children in lessons as part of the 'Stay, Play and Learn' sessions.

Children's achievements are captured through observational assessments and shared with parents. The new early years coordinator is beginning to analyse assessment information more rigorously and to use this to support planning. Currently this information is not sufficiently well used to assess or record children's attainment accurately or to share information about progress effectively with parents.

Although the school has low numbers of pupils with SEND, these are well catered for. The newly appointed special educational needs coordinator (SENCo) supports staff in planning and reviewing both provision and impact across all phases. As a result, pupils with SEND are able to access the school's curriculum fully and make progress from their individual starting points in line with other students at Trail. Pupils' attainment in **English** is in line with national curriculum expectations in the early years and primary. From a low starting point, children make good progress in their communication skills. By the time they leave the early years, the large majority of children are able to work with increasing confidence. As they listen to stories, they are able to ask and answer questions about what is happening to the characters. Children's phonics skills are beginning to develop systematically, as are their letter-formation skills.

Primary pupils make expected progress due to the emphasis placed on the development of reading skills and increasing pupils' vocabulary. Guided reading sessions are enabling pupils to

become more skilled readers who are developing age-appropriate comprehension skills. However, writing tasks are often focused on grammar and vocabulary tasks leaving limited time for pupils to express themselves through extended and imaginative writing. From Year 3 onwards, targeted ESL pupils receive extra support with key language skills. As a result of the intensive focus on grammar and vocabulary skills, the majority are more able to access the wider literacy curriculum in lessons.

In the secondary and post-16 phases, attainment and progress are outstanding. Across the secondary phase, pupils make rapid progress to achieve impressive results in external examinations. Almost all pupils are confident about sharing their views, both orally and in writing. Thought-provoking questions, based on demanding literature texts, result in sophisticated text analyses and the ability to respond accurately to demanding examination questions. In the 2019 IGCSE examinations, pupils attained standards that are above those typically found in the UK and in AS and A2 examinations they achieved well above expectations. Secondary ESL pupils, who receive targeted support, make exceptional progress in their speaking, reading and writing skills. Most move rapidly from using a narrow vocabulary and decoding simple words to planning and composing complex and accurate written prose.

Overall, attainment and progress in **mathematics** are satisfactory in early years and primary and outstanding in secondary.

Children enter early years with number skills below those typical for their age. Teachers develop children's understanding of mathematical language and an emerging sense of number and shape. By the end of Reception, most children are able to count to 20 and add single digits when using counting blocks. A few can recognise higher double-digit numbers.

Attainment by the end of the primary phase is broadly in line with the national average for England. From the start of key stage 2, most pupils are able to multiply increasingly large numbers and they understand the use of coordinates in real life. By Year 6, they are developing accuracy in calculating the angles of different triangles.

Progress in mathematics has improved over the past three years and now almost all pupils perform above their predicted IGCSE mathematics targets, including fast-track Year 10 pupils. Progress gains momentum, as do pupils' enthusiasm for and resilience in mathematics, as they move through the secondary school. In a Year 12 statistics lesson, as a result of grappling with a new concept and using their prior learning, students accurately calculated the distinct permutations of the letters of different words.

Pupils' attainment in mathematics IGCSE and A level is well above international averages. In IGCSE mathematics in 2019, almost all pupils achieved grades A\* to C, with 59% attaining A\*/A grades, double the number targeted to achieve A\*/A grades.

Overall, attainment and progress in **science** are satisfactory in early years and primary and outstanding in secondary. In the early years, children have good opportunities to develop skills in their knowledge and understanding of the world. When discussing their learning they are able to talk about rockets being able to 'go to the moon, but not the stars'. By the end of the foundation stage, satisfactory progress in science has led to attainment that is broadly in line with that typically seen in the UK.

As pupils move through primary, they cover a number of topics that slowly build scientific knowledge and understanding. In a Year 2 lesson pupils were able to form simple food chains, while in a Year 3 lesson they were able to use a wider range of scientific vocabulary when discussing the differences between human and animal skeletons. Skills develop across key

stage 2. In a Year 5 practical experiment on buoyancy, pupils carried out a simple fair test, discussing hypotheses and carefully recording information. Satisfactory progress is maintained through key stage 2 and pupils leave primary broadly in line with where they should be for their age.

Pupils rapidly develop their scientific skills in the secondary phase, carrying out experiments and analysing and evaluating results scientifically. By the end of key stage 4 outstanding progress in IGCSE physics, chemistry and biology leads to attainment that is above pupils' targets and above worldwide comparable standards. As students move to A levels, outstanding progress continues and they perform exceptionally well, above UK standards.

Attainment in **Information Technology (IT)** is not formally assessed in the early years or primary phases of the school. Progress seen in lessons is satisfactory and attainment is generally in line with expectations for all groups of pupils. There is little opportunity for children in the early years to use technology independently. In primary, pupils learn IT skills through discrete lessons in the IT rooms with their class teacher. In Year 2 pupils successfully created posters with borders, text boxes and imported pictures.

By the end of the secondary phase the small number of pupils who take IT or computer science achieve standards above world averages. The progress they make is good. Of the eight pupils who took IGCSE IT seven achieved or exceeded their target. At AS only one of the two students achieved their target and at A2 the one student achieved it.

The use of technology to support learning across the curriculum in all phases is very limited in the classroom. However, teachers do occasionally take students to the IT rooms to work on the computers.

Pupils achieve highly in a range of **other subjects** and every year gain awards for high achievement or the best in the country at the Cambridge International Education (CIE) awards. In 2019 four students achieved awards for the best in Thailand for A2 business and high-achievement awards for AS biology, AS geography and IGCSE second language Japanese. Pupils have many opportunities to excel in sports. All pupils achieved A\*/A in IGCSE physical education. Pupils have the opportunity to train and participate in competitive sports outside school to an elite level. Many go on to receive sporting scholarships. The Traill Diploma is very successful in meeting the needs of those wishing to go to university in Thailand or Japan.

### **Summary of other judgements against the BSO standards:**

- The quality of the curriculum provided by the school is good (see Standard 1 below). The primary curriculum is not yet fully aligned with the English national curriculum to ensure continuity and progression.
- The quality of teaching and assessment are good overall (see Standard 1 below). The quality of teaching, learning and assessment in the early years requires improvement to ensure high expectations and a match to the early years outcomes. Assessment systems and practices in the primary school are not accurate enough to inform teaching and learning in the classroom.
- 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 leadership and management of the school are good (see Standard 8 below). Regular evaluation of the impact of strategies and high levels of accountability are crucial to improvement in the primary phase to ensure that the school operates as an all-through school.

**As a result of this inspection, undertaken during October 2019, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated). The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.**

## **Standard 1. The quality of education provided by the school**

The school meets the requirements of the standard. The school's **curriculum** is good overall, with significant strengths in the secondary school and exceptional enrichment opportunities.

Leaders combine seamlessly the Thai quality of 'winai' which refers to the Thai concept of rightful self-conduct, resulting in a high level of maturity in the way pupils conduct themselves, with the school's foundation of a British education system through its qualifications, extra-curricular activities and the house system. The school has a history of Britishness. It was the first school in Thailand to offer O levels, the equivalent of the current IGCSE. The curriculum exposes pupils to British cultural and historical features such as UK Ordnance Survey map work in geography and the study of World War II in history. The curriculum and external accreditation enable pupils to re-enter the education system in the UK at any stage. In addition, the international dimension enriches learning through the offer of a broad range of languages, including Thai, Japanese, Mandarin and French.

The national curriculum for England is broadly followed in all key stages although it is not well planned to meet all of the expectations of the primary curriculum. New primary leaders have reviewed the early years and primary curriculums and decided upon what will suit the pupils at Traill. As a result, long-term planning is being updated to ensure that teachers have schemes of learning from which they can plan appropriately. Recent liaison between the secondary and the primary sections of the school is leading to greater curricular and pedagogical coherence across different subjects, essential in this all-through school.

The secondary curriculum develops pupils' academic, physical, creative and personal development exceptionally well. Strong progression routes open up due to IGCSEs in a wide range of subjects which meet scientific, cultural and linguistic aptitudes. Some IGCSE courses are taken early, with high levels of success. At post-16, students follow AS and A-level courses which enable them to take up further study in Thailand and across the world. Due to the context and specific needs of pupils, leaders have developed the Traill Diploma. This qualification,

endorsed by the Thai Ministry of Education, offers a different pathway for students for whom A-level study is not appropriate and who wish to study in universities where A-Levels are not a requirement.

There is strong guidance for students applying to university in Thailand and across the world. Visits from universities, such as the University of Nottingham, provide students with up-to-date and accurate guidance on applications and an insight into higher-level study. Arranged internships and a guest-speaker programme make sixth-form students aware of future opportunities. However, careers education is less well developed in other phases of the school.

A broad range of extra-curricular activities enhances timetabled provision and contributes to pupils' personal, creative, cultural and social development. The school's strong culture of physical education encourages healthy competition, sporting success and healthy lifestyles. A wide range of educational visits and stimulating residential trips enhance the curriculum. Year 5 and 6 pupils visit a local forest area and study the depleted mangrove swamps. Older pupils take part in geography field trips and visits to, for example, the Bangkok stock market enhance the commercial and financial understanding of IGCSE business studies pupils.

The planning and delivery of the school's personal, social and health education programme reflects the school's ethos and its commitment to developing pupils' understanding of all aspects of the Equality Act. Pupils explore moral dilemmas and the importance of appropriate relationships. They debate current affairs and environmental issues, which ensures that pupils develop a strong understanding of the importance of the tolerance of difference and speak up confidently for equality and respect. For example, in a Year 9 student-led assembly, pupils opened their presentation with a question: 'Is it wrong for a man to be in love with another man?' Student leadership, responsibilities and a sense of community are developed through curricular provision including the house system, the democratically elected prefect posts and the thoughtful 'playground pals'.

Overall, **teaching and learning** are good, with stronger practice in the secondary school. All classes are characterised by positive relationships between adults and pupils and pupils and their peers. Teachers know their pupils well and create learning environments in which pupils feel confident enough to 'have a go', make mistakes and succeed. In one Year 11 mathematics lesson, as a result of pupils' requests for further explanations, the clarity of the teacher's response led to gasps of delight as pupils realised that they now understood.

Pupils have positive attitudes to learning and their respect for others enables them to work well collaboratively. In a Year 9 English lesson, pupils coached each other on how to incorporate more complex structures into their own writing. Pupils take a pride in their work, using only pencil for diagrams and setting out work neatly. Secondary teachers use homework well to embed, support and extend pupils' learning. When teachers offer opportunities for discussion, pupils enjoy explaining their thinking or sharing their answers on the board and verbally. For example, in a Year 11 history lesson, pupils discussed sensitively aspects of the Vietnam War. Well-established routines enable learning to progress well in most lessons.

Teachers' strong subject knowledge and understanding of how pupils learn best, particularly in the secondary school, enable learning to be tailored closely to their needs. Teachers address misconceptions and respond promptly and confidently to these needs as they emerge in class. Older pupils demonstrate a thirst for learning. For example, in a key stage 3 science lesson, pupils' curiosity and interest were evident as they used microscopes to evaluate different plant cells in differently shaped leaves. Where teachers have high expectations, pupils rise to the challenge and grapple with difficult concepts willingly. They are made to think.

Where teaching is most effective, teachers use a broad range of teaching strategies to suit the pupils' age and needs. For example, in art and design, the teacher used the outdoor corridor space to coach Year 13 Traill Diploma students in how to sketch with perspective. However, the planned content of some lessons is insufficiently challenging and does not always build on pupils' prior learning, particularly in early years and primary classes. Limited resources, such as lack of IT for research and practical resources to work out calculations, limit the embedding of key concepts, particularly in the primary school. Teachers do not always direct the work of teaching assistants to best effect.

A broad range of in-class assessment strategies in the secondary school, including mini-whiteboards and 'live' in-class marking, inform teachers of pupils' understanding. Learning is then reshaped during the lesson and for subsequent lessons. Peer assessment is embedded successfully in some subjects where teachers guide pupils to provide effective feedback to their peers. The secondary dedicated improvement and reflection time ('DIRT') initiative in English, and now mathematics, is also deepening pupils' understanding through giving specific feedback or additional practice enabling them to improve. However, assessment procedures are not yet embedded across the primary school, resulting in inconsistencies in the way in which teachers use data to inform planning and inaccuracies in the tracking of pupils' progress from starting points.

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 necessary 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 (SMSC) development of pupils is outstanding. Pupils' behaviour is exemplary, both in lessons and around the school, reflecting their dedication to their own learning and supporting others' learning. There is a commitment across the school to 'winai', They sensitively reflect on how to resolve any conflicts that occur and report that minor misdemeanours are quickly and effectively dealt with by the pupils themselves or with the help of adults. This is exemplified by an incident reported by a Year 3 pupil of feeling lonely in the playground and reaching out to his Year 9 'buddy' to help him to make friends with other pupils.

Across the school, pupils are rightfully proud of the positive and mutually respectful relationships they build with one another and with the adults who support them. Pupils' attitudes to learning are exemplary. They are enthusiastic learners who are excited about the new knowledge and skills they acquire daily. They participate actively in a range of extra-curricular activities, including revision classes in a broad range of subjects, taking advantage of them to develop a wider set of skills or address gaps in their learning.

As part of their community work, pupils participate in a number of projects and initiatives to support local, national and international charities. They thoughtfully select causes that have had an impact on the lives of pupils. A successful recent initiative is a campaign to raise awareness of, as well as funds for, research into leukaemia as that has seriously affected one family in the school.

The school has introduced a range of ways in which to gather pupils' views on a variety of school initiatives and decisions, including surveys. The most recent has led to pupils taking on the development of the student council agenda. As part of their first leadership campaign and in their

commitment to develop environmental awareness, pupil councillors have led the school's initiative in developing recycling around the school, which are beginning to pay dividends. Such opportunities have helped develop pupils' self-knowledge, self-esteem and self-confidence and this enables them to flourish as citizens of the world.

Regular participation in wider school events such as International Day enables pupils to further develop their awareness and appreciation of global perspectives and a wider range of cultures. They take seriously responsibility for identifying similarities and differences between their own perspectives and those of the countries that they are representing. One pupil stated: 'We are totally used to meeting and learning about people from other countries and cultures. The challenge is to identify where we are the same and where we differ!'

The school's promotion of the fundamental British values of democracy, the rule of law and individual liberty are being developed through phase assemblies. These support pupils' understanding of public institutions in Thailand and the United Kingdom and how the laws of each country support equality.

SMSC policies and practices in the school encourage respect for all people paying regard to every one of the protected characteristics of the Equality Act 2010, principally through planned PHSE lessons but also in other settings. A Year 9 assembly, developed independently by the pupils, recently challenged pupils' thinking about the victimisation of people considered different because of their sexual orientation or decision to undergo gender reassignment. This was done sensitively through a number of role plays showing the impact of this on individuals. As these discussions are promoted in a variety of contexts, for example in assemblies, tutor-group discussions and lessons, the school is beginning to map more systematically how each of the protected characteristics is promoted.

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

The school meets all the requirements of the standard. The arrangements for the care and support of pupils are outstanding. Every effort is made to ensure that pupils feel secure in their learning environment. Each new pupil is allocated a 'buddy'. For new learners of English, this is someone who speaks the same home language to support their induction and help them settle. Transition procedures, used to support seamless learning between primary and secondary, are developing in some subjects.

The school's safeguarding policy is regularly reviewed to ensure that the expectations of Thai and UK law are included. Staff receive regular training so that they understand the school's safeguarding procedures, including the expectations of staff conduct. Pupils are also made aware of their responsibility for keeping themselves and others, particularly pupils who are younger than them, safe at all times. E-safety is considered a high priority and cyber-safety training has been incorporated into the curriculum. There are robust procedures in place to monitor any incidents.

Relationships between adults and pupils are very strong. Pupils report that they feel well supported by the large majority of staff members when they experience emotional, academic or social difficulties.

Pupils enjoy school and arrive at school prepared to learn. This is reflected in their regular attendance and their punctuality at the start of the day and on arrival at lessons. The attendance figures, at 96% for the current term, are marginally higher than the national average for UK schools.

Arrangements for monitoring pupils' emotional and physical health are effective. Daily reports of any medical and behaviour incidents are monitored by senior staff. Medical procedures are robust with medicines and pupils' records being safely stored and well managed. Pupils are encouraged to be healthy through the provision of a wide range of healthy options and canteen staff, aware of pupils' food allergies, support pupils in making sensible choices.

Leaders place a high priority on site security, health, safety and evacuation procedures. They ensure that policies are updated as new guidance is received from the Thai government or embassies in Thailand. There are clear systems for daily checks to ensure that the premises and equipment are safe for use. Risk assessments are regular and rigorous and are carried out for all excursions, including those for boarders. There are well-established security systems and personnel to protect pupils from any unauthorised intrusion. Arrangements for safe transport to and from school on the school's seven buses are well established with clear record keeping and monitoring of any incidents. Drivers and monitors are well aware of safeguarding procedures and have clear systems for handover to parents.

The school's procedures for fire evacuation and lockdown are regularly reviewed and are becoming more robust. They are at least as stringent as those in the UK. Evacuations are regularly practised in the main school and boarding houses and effective adaptations are made as a result of the review.

#### **Standard 4. The suitability of the proprietor and staff**

The school meets the requirements of the standard. Arrangements for checking the suitability of the proprietor and the staff meet requirements. The principal reports to the board on the checks for UK, international and locally recruited staff. These arrangements are clearly outlined in the school's safer recruitment policy and are carried out rigorously. These checks ensure that all staff are suitable to work with pupils and that employed staff are not barred from regulated activity relating to children. This is in accordance with the Safeguarding Vulnerable Groups Act 2006. These checks are well documented and recorded in a single central record.

Leaders take a great deal of care to ensure that future staffing is carefully planned and that appropriate appointments are made to meet the needs of pupils. Once potential new staff have been identified and offered jobs, before they take up employment, the school carefully checks their identity, medical fitness and right to work in Thailand. The appropriate police checks are made, depending on which country they originate from. Supply staff are not used by the school.

#### **Standard 5. The premises and accommodation**

The school meets the requirements of the standard. The school also meets the local requirements of Bangkok. Pupils benefit from a high-quality learning environment where a relatively compact space is fully utilised to maximise the impact on learning.

There are excellent and improving sports facilities including, for example, a swimming pool, sports hall and two new seven-a-side grass football pitches. There is also a well-stocked library which provides an excellent focal point for learning in the centre of the school, as well as specialist spaces for art, music, secondary science and IT. There are new shaded outside play areas.

There are generally ample and appropriate spaces for learning across the current site to meet the children's learning needs. Limited resources in primary, particularly in mathematics resources and information technology, are not currently supporting the development of learning at key stage 2 sufficiently. Although there are dedicated IT teaching spaces in the school, the class-based IT resources to support learning skills in classrooms are limited.

The school occupies three sites across two local roads and as a result student safety is taken very seriously. Careful arrangements are in place to ensure secure access and also safe movement around the various school sites.

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

The school meets the requirements of the standard. The school's partnerships with parents and the community are outstanding. Parents talk of 'warm relationships' and a 'family feel' and are keen not to lose this as the school population grows.

The school's website is up to date and informative and seen by parents as being a useful source of information in their choice of school. Once in the 'Traill family' they appreciate the useful and timely information provided for them in a variety of forms. These include regular newsletters and a number of parent workshops which are well attended and highly valued. Homework books and the online parent portal are also recognised by parents as an effective way of maintaining dialogue with the school. The school does not currently use an annual parent survey to gauge feedback. Instead it asks for feedback every time parents visit the school for workshops and parent-teacher meetings. The school feels this immediate 'live feedback' is more effective and parents agree.

The termly information parents receive on pupils' progress, both in writing and face to face, is highly valued and seen as having a significant impact on pupils' learning. Parents value the 'open door' approach the school has to communication and consider it an instrumental part of their positive relationship with the school. It allows immediate concerns or questions to be raised and dealt with promptly. Parents are aware that the school has a complaints policy and they know how to find this and use it if needed.

The parent-liaison staff member and the staff that liaise specifically with the parent groups for different nationalities do an excellent job. These targeted additional liaison staff have successfully engaged specific groups such as the Japanese parents and these links are highly valued by both the school and the relevant parents.

The school has good and improving links with the community. The Parents and Teachers of Traill (PATT) are making a positive contribution to the life of the school and are also working with the children to reach out into the community. This involves them using the pupils' ideas to support both community projects such as a local charity for the blind and international work, including an organisation working to save the Amazon rainforest.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of the standard. It has a complaints policy which is available on the website and the parent portal. Parents are aware of the procedures for making

complaints. The policy is set out in clear stages with timescales and procedures to follow. All complaints received by telephone, email or in person are handled by the parent-liaison officer who passes them on to the appropriate person. Ten complaints so far this term have reached the attention of the heads of primary and secondary and have been dealt with swiftly and to the satisfaction of all. The interests of the child are always central to resolutions.

## **Standard 8. Quality of leadership in and management of schools**

The school meets the requirements of the standard. The quality of leadership and management is good. Leaders are successful in promoting the school's vision and ethos where 'Everyone is someone at Traill'. The school's encouragement of respect for all other people is evident in the harmonious school atmosphere.

Stable and effective leadership in the secondary phase has led to improved outcomes and practices in the secondary and post-16 phases over the past three years. Middle leadership is particularly strong in secondary. Working closely with the head of secondary, faculty leaders have taken appropriate actions to secure improvement. These have been successful due to the high levels of accountability achieved through regular monitoring and evaluation.

Primary and early years have lacked leadership and direction and accountability for the past two years. As a result, outcomes have fallen progressively and the curriculum lacks rigour. The newly appointed primary leader has made an excellent start, particularly in improving literacy and has the capacity to improve the primary phase. She now needs time and support from the principal and board to establish new policies and practices in the primary and early years to improve all aspects of provision. Middle leadership in primary is new but has introduced some strong practice. Distributed leadership, with clarity concerning roles and responsibilities, will be important going forward.

Primary and secondary heads are now working well together to align practices and provide good role models. They understand the need to work together to ensure continuity of provision in this all-through school. This has not been happening over the last two years. A school-development plan is in place but a plan with more clarity and coherence, alongside regular review and evaluation, is needed to move the school forward.

The board works very closely with the school and board members are actively involved in the day-to-day work of the school making it very easy to communicate with them. The separate responsibilities of the board members and the school's principal are understood and respected. Parents are represented on the board and their views are communicated through the parent body (PATT). Two of the board members have close links with the Ministry of Education in Thailand, so ensure that they follow all the correct procedures and legal requirements, including safeguarding. The school is on a sound financial footing. The board has a reasonable insight into the school but tends to focus on IGCSE and A-level external outcomes rather than on the school as a whole. Its members are perhaps not as well informed as they might be, because the principal was unaware of the scale of the regression in primary. The members of the board appraise the principal, but the way they do this is changing and will in future be based on specific agreed action-plan points. Previously appraisal was more subjective.

The secondary-phase leaders monitor and manage the performance of staff extremely well. Appraisal involves self-reflection, lesson observation and appropriate target setting with regular review. Very appropriate action is taken to secure improvement where necessary and professional development meets the needs of teachers. The primary phase has just begun to

manage the performance of its staff, beginning with supportive lesson observation and a commitment to regular professional development. This has started positively and will begin to hold all teachers to account. Staff enjoy working at the school and most feel well supported.

Traill promotes equality, tackles discrimination and embraces diversity, which contributes to the extremely caring atmosphere in which pupils are happy. The school nurtures and cares for its pupils paying particular regard to the protected characteristics within the Equality act.

## **Standard 9. The quality of provision for boarding**

The school meets the requirements of the standard. The quality of boarding provision is outstanding. The exceptionally positive relationships between the boys, who consider themselves to be 'brothers', contribute to the harmonious family atmosphere. Experienced and caring housemasters look after the well-being of pupils with great commitment. Mutual respect is clearly evident. Pupils feel safe and know who they would go to for support, beginning with their peers, then housemasters, senior school leaders or contacts they are given outside school. Pupils feel their views are listened to and prompt action is taken, such as replacing the computers in the boarding house and providing more space for independent academic study in the school.

Arrangements to safeguard and promote boarders' welfare are robust. Clear procedures are in place if a boarder becomes ill. One boy has recently had medical attention for a broken leg caused during a sporting activity. Induction arrangements and behaviour policies are appropriate. A common-sense approach is taken regarding behaviour as issues are rare.

Boarders' accommodation is suitable but some way away from the school. This can mean that pupils sit in traffic for long periods daily. The school plans to move the accommodation to a building next to the school during this year. Leaders will plan more personal space for boarders, as well as continuing to ensure compliance with all health and safety standards when designing the new building. The current buildings and arrangements, including those for fire regulations, have regard to the national minimum standards for boarding schools in the UK.

Pupils have access to a swimming pool and gym near their accommodation and stay at school for sports training. Weekend trips are regular with more extended trips during Songkran break, but boarders say they would like more activities. The school has listened and is currently planning to increase these.

Overall, the boys are a credit to the school and to themselves.

## **Compliance with regulatory requirements**

Traill International School meets all of the required standards.

## What the school could do to improve further

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

1. Improve the quality of teaching and learning in the early years to raise children's attainment and accelerate their progress by:
  - raising teachers' expectations of what children can achieve
  - ensuring that continuous provision activities are well planned, matched to early years outcomes and take into account children's prior learning
  - improving teachers' understanding of best assessment practices so that they can make effective use of this information to match learning activities better with children's abilities.
2. Improve and embed the systems for assessing pupils' progress in the primary school by:
  - ensuring that the assessment system links closely to the national curriculum for England
  - establishing tight moderation systems to ensure accuracy in assessment
  - using the data at classroom and leadership level to improve the quality of teaching and learning by shaping planning to meet pupils' needs.
3. Develop a coherent and stimulating primary curriculum which is fully in line with the expectations of the national curriculum for England and ensures continuity and progression.
4. Improve leadership, management and governance of the school by;
  - supporting the new primary head in the achievement of ambitious goals for improvement across the early years and primary phases
  - operating as an all-through school, sharing best practice and developing continuity of provision
  - regularly evaluating the impact of strategies and school-improvement planning on pupils' progress
  - ensuring high levels of accountability for leaders at all levels across the whole 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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### Leadership and management

Overall effectiveness of leadership and management		√		
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### The quality of provision for boarding

		√		
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## School details

<b>Name of school</b>	Traill International School
<b>Type of school</b>	Independent, international
<b>Date school opened</b>	1966
<b>Age range of pupils</b>	2 - 18 years old
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	431
<b>Number on roll (part-time pupils)</b>	0
<b>Annual fees (day pupils)</b>	99,500-155,000 THB
<b>Annual fees (boarders)</b>	251,000-271,000 THB
<b>Address of school</b>	43 Ramkhamhaeng soi 16, Huamark, Bangkok, Bangkok 10240 Thailand
<b>Telephone number</b>	+66 2 7188779
<b>Email address</b>	<a href="http://www.trailschool.ac.th">www.trailschool.ac.th</a>
<b>Headteacher</b>	Mr. Gordon Espley-Jones
<b>Proprietor</b>	Mr. Robert Traill

## GLOSSARY

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

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

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

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

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

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

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

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

**Combined or Joint Visit** – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work

effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

**Learning** – Pupils’ gains in knowledge, skills and understanding.

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

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

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

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

**Standards** –

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

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

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

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

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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