

Trail International School

British Schools Overseas Inspection Report

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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 quality of provision for boarding.
9. Leadership and management of the school.

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

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

Traill International School is a private, multiphase comprehensive school catering for children from two-and-a-half years to students of 18 years of age. The school is located in the eastern suburb of Bangkok. The school was founded 50 years ago and has benefitted from a multi-million baht investment over the last two year with a further major construction project planned over the next two to three years. These improved facilities have helped to accommodate the significant rise in numbers of pupils who attend the school. The number on roll has increased from 200 in 2008 to 425 pupils. The biggest growth has been Japanese pupils. A minority of pupils live within one mile of the school but most travel to school from further afield; some travel up to 14 miles to attend. The majority of pupils are Thai (57%) but there are also 34 different nationalities represented. The curriculum offered is based on the English National Curriculum within an international context, while fulfilling the requirements of the Ministry of Education. Most pupils are learning English as an additional language and so there is a 'strong emphasis on language'. Many pupils join the primary and secondary years with very few English skills. As a result, making comparisons between the attainment at the end of each key stage, or establishing trends over time, is complex.

Over the past three years, a number of building projects have been completed including the sixth-form centre, the early years facility, music room, gym, additional art room, information technology suites and an all-weather soccer pitch.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by four Education Development Trust inspectors. The inspection team had access to the school's self-evaluation document prior to the inspection. Over the four days of the inspection, inspectors visited 37 lessons, and held 40 meetings to interview the senior leaders, staff, pupils, parents and members of the governing body. The team scrutinised pupils' work as well as school documents, improvement plans, policies, assessment

information and safeguarding procedures. Inspectors generally observed the school's work and followed up on any issues raised.

Evaluation of the school

Pupils make good progress in **English** across all phases of the school. Many pupils join this popular and rapidly growing school at various times throughout the year; most do not speak English as their first language. By the time students leave the sixth form, they reach standards that are expected in schools within the United Kingdom. This represents good progress from their different starting points.

When children start school in the early years, the vast majority have English skills which are well below those typical for their age. Children settle quickly and soon make excellent progress developing their speaking, reading and early writing skills. As a result of this outstanding progress, they are exceptionally well prepared to start Year 1.

Pupils of all ages enjoy using the well-equipped library and everyone finds literature to enjoy from the wide range of well-chosen books. Pupils in Key Stage 1 use skills they have been taught to help them read confidently. They are also provided with very rich curriculum opportunities, which help them to develop their writing. Pupils' attainment by the end of Year 2 is in line with the average.

The initial focus in the primary phase is on developing vocabulary and speaking, listening and reading skills. As a result, pupils become confident speakers and read effectively. As pupils move through the school, there is a stronger emphasis on developing writing skills. Year 4 pupils were confident in their ability to write complex sentences based on the Elephant Man, while Year 6 pupils made good progress in planning and drafting a newspaper article based on events in a Harry Potter book. There is also a good focus on developing pupils' spelling, punctuation and grammar. Attainment by the end of Key Stage 2 is average.

Good progress continues in the secondary phase, with some very impressive examples of extended and creative writing seen in Year 8. Year 9 pupils showed a good ability to summarise letters written during the First World War. The arrangements for grouping pupils in English in Years 10 and 11 have recently changed, and this is having a positive effect on pupils' achievement. Current pupils in Year 11 are on track to achieve above average standards in English this year.

From Year 3 onwards, there is a strong and effective support programme for those whose English is not yet strong enough to benefit from mainstream classes. This is delivered by a team of specialist teachers and is carefully focused to meet pupils' particular needs and abilities. As pupils' ability in English improves, they move into mainstream classes.

Pupils' attainment in **mathematics** is broadly average in Key Stages 1, 2 and in the sixth form. The attainment of pupils in Key Stages 3 and 4 is above that which is ordinarily expected of pupils of a similar age. For example, in 2015, pupils at the end of Key Stage 3 reached a level of attainment that is one National Curriculum level above average. Furthermore, by the end of Key Stage 4, most pupils achieved grades A* to C in their IGCSE examinations. Children in the early

years make excellent progress in their mathematics and reach standards that are above those expected for their age by the time they start Year 1.

Other notable strengths include a general trend in improvement over the past three years in every key stage in pupils' progress in all subjects. Generally, pupils who spend the longest time at Traill International School reach standards that are above average. Those who are new to the school and are not used to studying in English sometimes have lower levels of attainment until they have had time to catch-up. This is particularly the case in the lower years of primary, where as many as half of a year group may be new to the school.

In Key Stages 1, 2, 3, 4 and 5, pupils make good progress in their mathematics in relation to their different starting points and the high expectations of the school. The progress of pupils at the end of Key Stage 2 is outstanding. For example, in 2015, half of the pupils in Year 6 made as much progress in one year as would ordinarily be expected in two. The progress made by pupils of different abilities, including those with additional educational needs and those who speak English as an additional language, is good.

In primary, most pupils demonstrate at least expected levels of performance in counting, place value, fractions, patterns, measuring, shape and space and data handling. They proficiently use their mathematical knowledge, understanding and skills to solve meaningful problems. For example, pupils in Year 4 successfully create tally and bar charts during a research project in which they find out the favourite subjects of all the pupils in Key Stage 2. Most pupils know their number bonds and times tables well, which helps them to perform more complex mathematical operations efficiently and accurately.

Overall, pupils in secondary acquire a wide range of mathematical knowledge, understanding and skills effectively, which they reinforce and extend by solving increasingly difficult problems. A consistent adherence to a set of comprehensive and challenging text books prepares pupils exceptionally well for their IGCSE examinations.

Pupils' progress in **science** is good and their attainment is in line with that typically seen in UK schools. At the start of early years, children's skills and knowledge in understanding the world around them are below the level typical for their age, but their outstanding progress means they are well prepared when they transfer to Year 1.

In Key Stage 1, pupils steadily build scientific skills, through observing, carrying out simple tests, classifying, framing questions to form hypotheses and recording information. Good progress is sustained throughout Key Stage 2 so that, by the end of the primary phase, pupils use a wider range of methods, equipment and scientific skills across topics on living and non-living things, states of matter, earth, space and forces. In Year 6, pupils use scientific language accurately to explain cause, effect, hypothesise and make predictions. They use scientific symbols correctly when recording experiments.

In Key Stage 3, pupils acquire the skills to work scientifically, carry out experiments, and analyse and evaluate results. By the end of 2015, Year 9 pupils reached high levels of attainment in science coursework and their examinations. In Key Stage 4, pupils make less rapid progress in physics, chemistry and biology as teachers' expectations are not as high. In Year 12, students are able to apply their mathematical knowledge when interpreting scientific results, for example

interpreting linear motion values from graphs to calculate the motion of an object. By the end of the sixth form, students achieve well in their science A Levels.

As well as achieving well in reading, writing, mathematics and science, pupils also achieve well in other subjects across the curriculum. Pupils learn a range of musical instruments and perform to a high level. The school has invested in developing specialist teachers and departments. For example, the quality of pupils' skills in basketball and swimming are exceptionally high. The school is also highly effective in helping pupils reach high standards in their art work. Pupils in the primary years benefit from well-equipped ICT suites. Using technology in classrooms to support other subjects is currently developing. Pupils in the secondary classes make good progress developing their ICT skills.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below). While most teaching is good, not enough is outstanding to help pupils make greater progress to reach standards that are above average. Most teachers use a range of strategies during lessons to find what pupils know and understand before they move the lesson on. However, this is inconsistent in a number of classes. The quality of marking is also inconsistent across the school. There is some excellent practice to share.
- 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 meet 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 provision for boarding is good (see Standard 8 below).
- The leadership and management of the school are good (see Standard 9 below). However, the use of assessment information to track the progress and measure the attainment of all the different groups of pupils is underdeveloped.

As a result of this inspection, undertaken during March 2016, 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 the requirements for this standard.

The quality of the school's **curriculum** is outstanding. It meets the requirements of the Early Years Foundation Stage and National Curriculum for England and provides pupils with international GCSE and GCE A level qualifications. Consequently, the curriculum effectively prepares pupils of all ages and abilities for entry or re-entry into the education system in the UK. It is broad, balanced and engaging and provides worthwhile experiences that meet the different needs, interests and abilities of pupils extremely well. The curriculum is up to date and has been suitably adapted to take advantage of the rich opportunities provided by the school's location in Bangkok.

The curriculum in the early year is outstanding. Staff make sure that children have access to a broad and rich variety of activities that develop all areas of learning exceptionally well. Children confidently use the resources provided indoors and outside. Of particular note is the way in which children use their skills in one area of learning to support their development in another. For example, children use information technology independently to support their development of language.

The curriculum provides well for pupils with additional learning needs because it is suitably modified to meet their specific needs. Pupils who speak English as an additional language benefit from an outstanding range of adaptations that enables them to make at least good progress before entering mainstream classes, where they continue to learn well.

There is an appropriate balance between reinforcing and extending pupils' knowledge, understanding and skills. In some subjects, key performance indicators provide useful milestones that teachers and pupils use to guide them towards the steps in mastering new information, concepts and skills before moving on to the next stage of learning. This promotes pupils' progress exceptionally well. Links between different subjects are extremely well developed, especially in the upper primary classes. This is at the cutting edge of curriculum development and an exemplar of how to integrate a British curriculum into an international setting. This enables pupils to make meaningful connections between their learning in different subjects. For example, in a Year 6 geography lesson, pupils learnt about the difference between urban and rural settings by using their literacy skills to describe, and their mathematics skills to record, their findings.

An extensive range of special days, weeks and events enriches the curriculum for pupils. This provides lastingly memorable experiences for pupils. An exemplary feature is the deliberate mixing of primary and secondary pupils who work in teams in the pursuit of common goals. For instance, sixth-form students worked alongside children in the early years in order to paint an attractive wall mural that enhanced their learning environment. The curriculum effectively promotes pupils' outstanding spiritual, moral, social and cultural development. The bespoke personal, social and health education courses are effectively supported by a strong focus on community service and charity. For example, students in the sixth form raise money that helps to provide scholarships for children in a hill tribe primary school in a remote part of Thailand. This has enabled them to attend secondary school instead of working in coffee plantations.

An extensive range of extracurricular activities provides pupils with additional learning opportunities within the arts, music, drama, dance and sports. As a result, the school is exceptionally strong at basketball and football. Day and residential visits and international trips, competitions, musical and theatrical productions all help to enrich the curriculum and promote pupils' effective learning and all round outstanding personal development.

The school has a skillfully adapted British curriculum that meets the different needs of all pupils. This is combined with plentiful and wide-ranging experiences inside and outside of the classroom, which helps pupils to develop into pleasantly self-assured and self-determining young people. Pupils develop an outstanding appreciation of Britishness. For example, they have an excellent understanding of issues relating to equality and fairness; and they treat one another with the highest respect. As a result, they are well prepared for their next stages of education, including in a UK school, and have a good range of interests and a strong sense of charity and contribution.

The quality of **teaching and assessment** throughout the school is generally good. There is some outstanding practice, but these instances are not frequent enough throughout the school to be yielding outstanding academic achievement. Two aspects of teaching that are consistently outstanding throughout the school include teachers' subject knowledge and their understanding of how pupils learn. This results in confident, stimulating and challenging teaching that promotes pupils' high levels of interest, engagement, motivation and enjoyment. The other feature of teaching that consistently stands out is the mutually respectful relationships between teachers, assistants and pupils. This results in a positive and productive climate for learning in which pupils feel safe to ask questions, seek clarification and admit their mistakes. Consequently, pupils learn effectively in a caring and nurturing environment. This contributes significantly to pupils' outstanding personal, moral and social development.

Teachers plan lessons with clear learning objectives, taking a good account of pupils' strengths and weaknesses. Well-planned sequences of learning activities are matched to pupils' different needs, interests and abilities. This enables most pupils to achieve their learning objectives. Consequently, pupils reinforce and extend their learning effectively, which promotes their good progress.

Teachers use a wide range of appropriate teaching strategies combined with clear explanations, modelling and demonstrations. The skilful use of methods for learning that enable pupils to learn by seeing, hearing and doing caters well for the different learning styles of pupils and helps to make their learning memorable. Teachers provide tasks in which pupils are required to work independently or collaboratively in small groups. This improves their leadership, team work and communication skills. For example, in Year 6, pupils co-operated in small teams to decode a 'murder mystery' word puzzle that required them to use their knowledge and understanding of reflected symmetry.

Orderly lessons result in outstanding behaviour. Teachers' high expectations challenge pupils to do their best, which promotes their outstanding attitudes to learning. Teachers praise pupils' efforts which encourages them to respond well and to take part in lessons with enthusiasm.

Teachers assess how much progress pupils are making and adjust learning activities or levels of challenge accordingly. However, methods of assessment, such as questioning, are sometimes restricted to only a few pupils. Consequently, sometimes teachers do not know how much every pupil knows, understands and can do before moving on to the next stage of learning. If pupils find an aspect of learning difficult, teachers and their very effective assistants provide additional help. This ensures that all pupils, including students in the sixth form, irrespective of their prior attainment or abilities, make good progress in most lessons.

The quality of teachers' marking varies throughout the school. There is some excellent practice, for example in the marking of English in upper Key Stage 2. However, the marking of work in other key stages does not always provide pupils with enough guidance about how to improve their work. Although feedback is positive and supportive, sometimes points for improvement are underdeveloped. Homework contributes well to pupils' good progress because it is set regularly and most pupils complete it diligently and punctually.

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

The school meets the requirements for this standard.

Pupils' spiritual, moral, social and cultural development is outstanding. The commitment within the school's mission to 'nurture and promote a community of young people who are friendly, caring and respect others and themselves' is evident across all year groups. Each pupil is valued as an individual. Behaviour around school and attitudes in lessons are exemplary and pupils take pride in behaving responsibly and being role models for others. This is achieved without defined and advertised rules or codes of conduct.

Children in the early years quickly gain the confidence to express themselves and participate in group and class activities. They build interpersonal and social skills through activities and creative play, and so enter the primary schools with an awareness of what they do well and where they help.

Pupils are awarded 'Dojo' points for positive attitudes, which are celebrated at class and school level. Adults and pupils show concern for others and value each other's contribution to the school community. Pupils willingly take on additional responsibility, for example as playground pals in primary where they help to resolve occasional, small misunderstandings during break-times. Other roles of responsibility include prefects, head boy and girl and class representatives on the student council. Examples of how the student council influences school life include the re-surfaced artificial grass sports pitch, controlling stray cats on site and building work to improve the dining area.

Pupils become resilient, gaining skills for independent learning, which allows them to persevere when faced with challenges in learning. Pupils are confident to express their views and think creatively when considering issues affecting them, the school or other communities. They show concern for people affected by poverty and environmental issues in Bangkok and other parts of the world through their fundraising initiatives. Students grow an awareness of tolerance, the rule of law, respect and equality, which characterise British society, at age-appropriate levels. They learn about leading figures from British history, explorers from past and present, from Robert Scott to Ranulph Fiennes.

Pupils across the school celebrate each other's nationalities through formal events and have mature attitudes towards cultural differences and tensions that exist globally. One pupil expressed this saying: 'No matter which countries are fighting in the world, we don't let that affect how we get on. It's a strength here.' The intercultural studies programme in primary also builds on the rich cultural diversity within the school. The largest proportion of non-Thai students is Japanese, with students from a further 33 nations represented. At the annual international

day, pupils celebrate the culture of their home nations with the whole school community. The emphasis on being a member of an international community underpins pupils' interest in other cultures and the relaxed and respectful relationships throughout the school. A significant number of pupils have attended schools in other countries and continents. This allows them to make meaningful comparisons between education, cultures, society and infrastructure. They discuss the relative benefits and disadvantages of living in Thailand and other countries.

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

The school meets the requirements for this standard.

Arrangements to promote pupils' welfare, health and safety meet the required standards and are outstanding. The school takes this aspect of its work extremely seriously and cares for pupils exceptionally well. Policies to protect and care for pupils and staff are well-thought-out, complying with, and often exceeding, the Thai authorities and Ministry of Education. This extends to safeguarding and child protection. These are continually updated to reflect changes in UK legislation and guidance, addressing any newly emerging risks. Pupils say that they feel safe at school and they explain how the growing emphasis on e-safety and safeguarding within the curriculum is helpful.

The strength of health and safety policies equals the rigour with which they are put into practice on the school site and when students take part in off-site activities. These fully comply with Thai requirements and are subject to annual inspections by the relevant authorities. The range and quality of safety equipment at the swimming pool is impressive, meeting the UK legal requirements. Vigilant lifeguards reflect the school's commitment to keeping pupils and children safe at all times. Comprehensive policies and plans to keep adults and pupils safe during a range of emergency situations include detailed route maps for evacuation from all parts of the site. These are clearly displayed and regular practices ensure that pupils know what to do in an emergency.

The school has achieved an excellent balance in how staff supervise pupils by unobtrusive monitoring at breaks, which allows them to play and learn in safety. Security staff check visitors and are stationed at entry points to the site throughout the day. Arrangements for first aid include two nurses on site, a well-equipped clinic and first aid boxes in key locations across the school and for all off-site visits. The nurses provide first aid training for all staff. Admission and attendance registers also meet local requirements and are used consistently. Pupils' attendance is improving every year and is now good. The vast majority of pupils arrive for school on time and are well prepared to start their lessons each day.

The many new pupils who join the school at all times of the year are warmly welcomed and the strong pastoral support ensures that they quickly feel part of this caring school community. The expectations for behaviour, rewards and sanctions are based on a positive approach. The understanding of Wanai allows pupils to learn self-discipline with good character. Accurate records of Dojo reward points and sanctions are maintained.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements for this standard.

Arrangements to check the suitability of the proprietor and staff meet requirements. The director and board of governors have high expectations of senior leaders, who are rigorous in carrying out all required checks on current and new staff members. These ensure staff are suitable to work with children. Locally recruited staff are subject to similarly thorough checks. All aspects of staff recruitment and vetting have improved further this year and are subject to quality assurance checks by senior staff.

Staff appraisal procedures are well established and work well. Staff speak very highly of the support they receive to improve all aspects of their work saying: 'we get good training opportunities, but actually what is even better than that is that leaders always find time for us.' Leaders invest time and energy to ensure good appointments are made. This has made a positive contribution to strengthening the already good teaching. Leaders make sure that appropriate and well-established performance management procedures are in place to support and challenge staff who may be at risk of underperforming.

Standard 5. The premises and accommodation

The school meets the requirements for this standard. The school also meets the local requirements of Bangkok.

While the school site is quite compact and constrained, the very well-maintained buildings are arranged creatively around centrally located sports facilities, which give a very pleasant feeling of spaciousness. The buildings themselves have some imaginative touches such as key educational facts and ideas incorporated into the flooring. They provide a safe, secure and welcoming environment which meets the educational needs of the pupils. The learning environment is enhanced further by a good range of display material around the school.

Specialist facilities include an increasingly well-stocked library, three science laboratories, a well-equipped art room and a music room. ICT resources include three specialist rooms, and additional computers in primary classrooms. Some rooms have interactive whiteboards and display screens, and there is a booking system for data projectors. Additionally, there are several tablet computers to aid learning in classrooms. ICT provision in teaching rooms is currently under review. Sports facilities include a recently resurfaced artificial pitch, a sports hall and a swimming pool. The school also has access to additional outdoor playing areas a short distance from the school. Provision for the early years has recently been enhanced and improved indoors and in outside teaching areas. The sixth form comprises the top floor of a separate annex, which includes teaching and private study areas.

The buildings and site are safe and secure with all appropriate systems in place. Health and safety requirements are well met, with fire and evacuation procedures properly recorded. Security arrangements ensure that all visitors are carefully monitored and that the site has a safe perimeter. The facilities for the preparation, serving and consumption of meals are hygienic and meet the requirements; this year, further improvements are planned.

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

The school meets the requirements for this standard.

The provision of information for parents, carers and others is excellent. Parents say that they are able to communicate quickly and effectively with school staff, and that 'everyone is always so friendly and helpful'. Parents receive extensive information and have many opportunities to support their child's learning. For example, the school recently ran a series of parent workshops covering a range of issues and topics. These were well attended and much appreciated by parents. Regular, extensive and informative newsletters enhance further the opportunities for parents to understand and celebrate the life and activities of the school.

The school also provides parents with an excellent range of regularly updated information on the school's website, which is attractive and easily navigated. It provides parents with a wealth of information about the school and includes all the documents that are required by this BSO standard. The way the school communicates with parents has been considerably enhanced recently with the development of the parent portal, which is accessible via computers and smartphones. This enables parents to access a wealth of information about their child, including assessment, progress, attendance, timetables and the curriculum. It also has a messaging and communication system which improves communication to and from the school. The portal is being used increasingly and parents speak very enthusiastically about how useful and informative it is.

Parents receive termly progress reports including detailed information on their child's attainment, as well as detailed comments about how well they are doing. In addition, there are termly formal meetings when parents can discuss their child's progress with teachers. Parents agree that teachers are approachable and friendly and say that any concerns or queries that they raise are dealt with promptly and efficiently. They say that the school promotes a good knowledge and understanding of modern British life. They are also confident that the education provided prepares their children for an education in the UK independent sector if they choose that route.

The Parents and Teachers of Traill (PATT) association is active and supports the school in a wide variety of ways. For example, it organises and runs the school fair and other fundraising activities. This enhances further the close links between parents and the school.

Standard 7. The school's procedures for handling complaints

The school meets the requirements for this standard.

The complaints procedures are clear and information is available for parents. The policy is available to prospective parents on the school's website. School leaders positively promote an 'open door' policy, which means that questions, concerns or informal complaints are quickly resolved. The school has not received any formal written complaint in recent years. At their meeting with inspectors, parents confirmed that any concerns were dealt with fairly and in a timely manner. Parents speak highly of the headteacher and senior staff, saying 'if there is a

problem, teachers and senior staff are very approachable and easily contactable and deal rapidly with any concerns or questions raised.'

Standard 8. The quality of provision for boarding

The school meets the requirements for this standard.

Boarding has developed over the last two years to provide for a small group of pupils on sports scholarships. There are currently 12 boys aged between 15 and 18 who board full time at the school. A new boarding house has very recently been occupied. This is some six kilometres from the school in a secure and gated residential compound with its own security arrangements. The accommodation is of a good standard and meets the needs of pupils and staff well. There are clearly separated and demarcated staff and pupil areas, and suitable catering facilities. During the week, breakfast is provided in the boarding house, but lunch and dinner are usually taken at the school as all pupils take part in extended sporting activities after school. Transport to and from the school is via school buses and meets the minimum national standards in the UK.

The school has appropriate policies in place to ensure pupils' safety, security, wellbeing and health while in the boarding provision. These include codes of behaviour, discipline, sanctions and rewards, emergency procedures, and arrangements and policies for pupils' free time. The boarding house is supervised by a full-time boarding tutor who also teaches at the school, and two assistant tutors who are also sports coaches.

All staff know the pupils very well, and there are clearly very productive relationships between pupils and staff based on mutual respect. Pupils in the boarding house say that they are very happy with the provision, and stress the friendship and camaraderie between pupils, and the positive relationships they have with boarding staff. They say that they greatly enjoy and benefit from boarding at the school. There is an appropriate range of activities for weekends and when the pupils have free time, negotiated in partnership with the pupils. Pupils are so committed to their school-based sporting activities that they rarely have free time.

Standard 9. Leadership and management of the school

The school meets the requirements for this standard.

The leadership and management of the school are good overall with some important aspects that are outstanding. For example, the highly effective principal, together with the vice principal and senior leadership team, has a vision for excellence and passion to deliver a good quality education. Together, they have led the school from strength to strength, since the time of their last International Quality Mark accreditation inspection. There is a shared expectation that everything that is done should be done well because the pupils deserve nothing less. There is good capacity and a determination to improve still further.

Leadership in the early years is also outstanding. Under this skilled leadership, provision for the youngest children in the school is now excellent and improving every year. As a result, children make excellent progress from their starting points and reach standards that are above those expected for their age by the time they start Year 1.

Senior leaders are also skilled in developing the potential of leaders at all levels, as well as in making successful key appointments. For example, two new ICT subject leaders were appointed in September. They have wasted no time in getting to know what the school does well and how provision can be improved further. They have developed plans to ensure that technology is used even more effectively to support teaching and learning across all primary curriculum subjects.

Leaders effectively use assessment information to track the progress and measure attainment of pupils on an individual basis. The procedures for tracking the progress of different groups of pupils to establish gaps and trends are less well developed. Leaders are also developing procedures to assess pupils' achievement against the demands of the new National Curriculum, without the use of levels. These are currently at an earlier stage of implementation.

Heads of year and curriculum leaders also play an important role in making sure pupils receive a well-considered education. The leaders of the learning support provision are also transforming the provision for those who, for whatever reason, may need more bespoke support because of their additional needs or disabilities. As a result, progress is rapidly improving and is good overall.

The school is administered by a board of governors. Led by the school's visionary director, the board is highly effective in its management of finance, staffing, premises, admissions, staff appointments and making sure all safeguarding requirements are met. The separate responsibilities of the board and the school's professional leaders are clearly understood and respected. The board are very supportive of the school's leadership team and are skilled at holding them appropriately to account for the standards reached across all areas of the school. The director ensures that board members are very well informed about the strengths of the school; they are not in the least complacent. This supports their procedures to appraise the work of the principal. Everyone is always looking for new ways of making this good school even better. The board have set high standards and provide the training and encouragement to school leaders so that those standards are realised. The director and principal work together exceptionally well to ensure that 'everybody is somebody at Traill'.

Senior leaders and leaders across all key stages know the school's strengths and areas that are in need of further development. They build these priorities into a carefully planned and well-costed school development plan.

School leaders provide a positive role model for staff and pupils alike. The principal is a very positive presence around the school and is always available for whoever needs support, guidance or encouragement.

School leaders are highly effective in making sure all pupils are treated with dignity and respect. This commitment to equality of opportunity and the tackling of discrimination is evident in lessons as well as in after-school sporting events.

Compliance with regulatory requirements

Traill International School 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:

1. Increase further the frequency of outstanding teaching throughout the school.
2. Improve the strategies that teachers use during lessons to find out what all pupils know, understand and can do before moving on to the next stage of learning.
3. Improve the effectiveness of marking by consistently providing points for improvement that pupils must act upon.
4. Develop further the use of assessment information to track the progress of different groups of pupils to identify any gaps and trends in their achievement.

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	Traill International School
Type of school	Private
Date school opened	April 1966
Age range of pupils	2 years 6 months–18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	433
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	99,526 Thai Baht (average)
Annual fees (boarders)	348,000 Thai Baht
Address of school	43, Ramkhamhaeng SOI 16 Huamark Bangkok 10240
Telephone number	027188779
Email address	admin@traillschool.ac.th
Headteacher	Gordon Espley-Jones
Proprietor	Mrs Chinda 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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