

Bromsgrove International School

International Schools Quality Mark (ISQM) Accreditation Report

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Introduction

Education Development Trust accreditation

The purpose of accreditation through the International Schools Quality Mark (ISQM) is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the school self-evaluation activities in which schools engage are of equal importance. In this sense, accreditation serves two goals:

- to provide a means by which parents, carers and students are assured that the school has been judged by independent evaluators to meet rigorous quality standards
- to support the school's development through moderation of its own self-evaluation.

The school improvement plan is crucial in ensuring ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

Principles underpinning the accreditation model:

- Accreditation criteria are rooted in high standards. They relate to international standards and benchmarks and to other inspection regimes, for example, The Office for Standards in Education (Ofsted) in England and, in the case of Thailand, the Office for National Education Standards and Quality Assessment (ONESQA).
- It is a cost-effective means of providing quality assurance.
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance.

Grades awarded

Judgements are made on a four-point scale as:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Unsatisfactory

Accreditation status

Gold accredited status is awarded when the school is given **Grade 1** meaning **Outstanding judgements** in all of the following sections:

- Standards and achievement
- Teaching and learning
- Leadership and management.

Silver accredited status is awarded when the school is given at least **Grade 2** or **higher** meaning **Good judgements or higher** in all of the following sections:

- Standards and achievement
- Teaching and learning
- Leadership and management.

Bronze accredited status is awarded when the school is given at least **Grade 3** or **higher** meaning **Satisfactory judgements or higher** in all of the following sections:

- Standards and achievement
- Teaching and learning
- Leadership and management.

Evidence base Introduction

This ISQM verification inspection was carried out by a team of three Education Development Trust inspectors who spent three days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 56 part-lessons, including 17 that were jointly observed by an inspector and a senior member of staff. There were 27 meetings which took place with leaders, teachers, pupils, parents and members of the school's owners and governing board. Inspectors scrutinised students' work in books. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. They also considered the views of parents, pupils and staff. They observed the school at work and followed up on any issues raised.

School context

Bromsgrove International School Thailand (BIST) is an inclusive, co-educational, private school, located on the outskirts of Bangkok. The school was founded in 2002 and has continued to grow to become two separate campuses: one for early years and Year 1; the other, Windsor Park, for primary, secondary and the sixth form. In addition, there are also two boarding houses. BIST is affiliated with Bromsgrove School UK (BUK) and shares its mission statement. The owners of BIST are the Oriental Siam Company Limited. The headmaster has been at the school for 10 years but will be leaving at the end of the current year.

BIST has 508 pupils on roll aged two to 18 years, making it smaller than many other similar international, all-through schools. With 31 different nationalities represented, including a third from countries other than Thailand, almost all pupils speak two or more languages, including English as an additional language (EAL). However, only a few require extra language support as English language learners (ELL). It is an inclusive school that caters for the full range of abilities and needs. There are 51 pupils with identified special educational needs and/or disabilities (SEND) who receive specialist provision at different levels depending on need.

The school offers a British curriculum. Children in the early years follow the early years foundation stage (EYFS). Pupils in the primary school and key stage 3 follow the national curriculum for England, adapted for Thailand to meet Ministry requirements. In Year 11, pupils take IGCSE examinations. In the sixth form, students study A levels or BTEC level 3 courses. The vast majority of Year 13 students go on to attend universities around the world. Almost half make applications to Thai universities with UK universities being the next popular choice.

The school's vision is: 'Achieving Excellence Together.' The mission statement is 'Bromsgrove International School aims to produce happy, moral and creative citizens through enlightened, disciplined, and broad education. We seek to

foster individuals who will, proactively, make this world a better place.'

Report summary

Accreditation status

Bromsgrove International School is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust International Schools Quality Mark at Gold level, which reflects the outstanding judgements described within this report.

This accreditation is valid from November 2024 to November 2029.

Overview of main strengths and areas for development

Report Headlines

- The school is inclusive, consistently achieving outstanding IGCSE and A level results with many pupils starting throughout the academic year.
- Internal and external data, along with pupils' work and lesson observations, reflect outstanding progress over time across all subjects.
- Pupils exhibit excellent behaviour and positive attitudes. They enjoy learning in a safe, welcoming, and supportive school community where respect for one another permeates both campuses.
- Teachers deliver engaging, high-quality lessons, using consistent and effective assessment procedures to plan learning that strengthens pupils' knowledge and skills.
- The curriculum is coherent, comprehensive and planned to meet the needs of all pupils effectively. Extra-curricular activities and events enrich the curriculum for both day and boarding pupils.
- The school benefits from an excellent supply of well-qualified and experienced teachers and support staff. Both campuses provide pupils with an outstanding learning environment.
- Pupils feel happy, healthy and safe in the school and in the boarding accommodation because the school upholds high standards to ensure

all aspects of health and safety.

- Parents hold the school in high regard, expressing confidence that their children are valued and understood as individuals.
- Leaders at all levels are committed to continuous improvement. The school's vision: 'Achieving Excellence Together' is clearly communicated and shared by pupils, parents and staff.
- Governors have a thorough understanding of the school's strengths and challenges.

Recommended area for development

Primary pupils have insufficient access to digital resources, limiting aspects of their learning. Leaders should prioritise providing enough devices to ensure all primary pupils can benefit from digital learning. This will enhance their language development and support learning across the entire curriculum.

Standard 1: The standards reached by students in their work and the progress they make in the core subjects of English, mathematics, science and computing

Summary findings

- Pupils who have been at BIST longer perform better than those who join the school later in each phase. For example, there is a significant difference in the attainment of children who start in early years compared to those who start in Years 3 and 4. By the end of key stage 2, the difference in attainment is as much as 50% in reading and 67% in writing.
- Pupils make outstanding, accelerated progress in English throughout the school.
- Attainment data shows continuous improvement across all phases, with external examination results exceeding England averages in second language entries.
- Attainment and progress in mathematics in all four phases of the school are outstanding based on examinations and internal tracking of progress over time.

- Attainment and progress in science are outstanding across the school. In external examinations pupils, on average, exceed their predicted grades by half a grade.
- Pupils make outstanding progress in computing with IGCSE computer science candidates achieving some of the highest grades across all subjects. Primary pupils now have scheduled weekly computing lessons, although the limited number of devices restricts pupils' regular use of learning technology in lessons.

Progress in English is outstanding across the school. Attainment is good overall in primary and secondary and outstanding in early years. Data highlights ongoing improvements across all phases. External examination results in IGCSE English are in line with England averages and almost one-fifth above England averages in English second language entries. These outcomes reflect the school's highly effective EAL intervention and teachers' strongly targeted focus on pupils' oral skills. Pupils' accelerated progress is also the result of successful writing, reading and phonics programmes. No significant differences exist between boys' and girls' performance. Pupils with SEND are well supported, making strong progress throughout the school.

In early years, children arrive with limited English language skills but quickly gain proficiency. Their confidence in speaking gradually strengthens, leading to active participation in classroom discussions. Children in the early years can recognise sounds and apply phonics to words such as "shed," "shop," and "sheep." Younger primary pupils can convert present tense verbs to past tense, while upper primary pupils can predict storylines and discuss features of biographical writing. Older pupils can adapt text to various written styles and apply analytical skills to examination questions.

Vibrant learning spaces, a welcoming library, and interactive learning further enhance literacy skills. Extensive data analysis allows teachers to tailor lessons to individual needs. In Years 2 and 3, shared reading lessons cater to different language abilities, with an EAL specialist supporting those in the early stages of

language acquisition. This approach ensures all pupils receive appropriate teaching for their needs.

Currently, fewer than five students are taking A level English, although concentrated efforts are underway to encourage future enrolment. All Year 11 pupils will take English literature alongside IGCSE English, marking a significant curriculum development.

Attainment and progress in mathematics are outstanding based on examination results and other externally verified data. Over time results have improved. These results closely align with what was observed during the inspection and in all groups of pupils' work.

In early years, children learn to count confidently, including counting backwards, and become familiar with number bonds up to 20. Through the primary phase, they gain confidence with multiplication tables and can successfully manipulate fractions.

Secondary school pupils convert fractions to percentages, develop their skills in solving single-step equations and identify the properties of triangles. As they approach IGCSE mathematics and further mathematics, they apply more complex concepts, including scatter graphs, and trigonometry. Pupils perform consistently well above England averages in IGCSE mathematics and achieve more than one and half grades higher than predicted on average.

By the time they reach the sixth form, about two-thirds, 60% in Year 12 and 80% in Year 13 of students continue with mathematics. Students master and confidently apply their knowledge, using concepts such as sine and cosine rules. Almost half achieved A* to A in A level mathematics, the rest achieving A* to C. In further mathematics all students achieved A* to A.

All pupils are encouraged to relate their learning to real-life situations, such as comparing the average calorie intake across a range of countries. They show particular skill in selecting the correct approach needed when faced with mathematical problems, calculating quickly and accurately.

Attainment and progress in science are outstanding. There are no significant differences in the rates of progress of different groups of pupils with all pupils making excellent progress from their starting points across all phases.

In the early years, children explore their environment using natural resources. They create art work to represent the different seasons and engage in science, technology, engineering, art and mathematics (STEAM) activities week. Science vocabulary is reinforced through hands-on activities such as water play. In Year 1, pupils have learned about the parts of the human body, explored the senses and discovered uses for different materials. In a Year 1 lesson, pupils investigated the rate at which ice melts.

In primary, the large majority of pupils have met or exceeded expected standards over the past three years as a result of the introduction of new science assessments. Pupils investigate various aspects of the science curriculum; for example in Year 4, pupils enjoyed making rice 'dance' on a drum through vibrations. Through skilled questioning, pupils drew connections between sound volume and vibration strength.

Both early years and primary teams have introduced assessments at the end of each unit to guide teachers' judgements and measure pupils' progress. These focus on scientific skills and understanding rather than English comprehension. These assessments show outstanding progress across all groups of pupils.

In key stage 3, pupils make outstanding progress regardless of when they join the school and are well prepared for the skills needed for IGCSE. In an engaging lesson in Year 8, pupils understood the colours of the visible light spectrum and why we see objects as a particular colour. They used an interactive programme that allowed them to manipulate colours to support their understanding.

Year 10 triple science pupils made excellent progress in understanding the structure and function of the breathing system and observed a real lung dissection and a demonstration of how the lungs work. Year 12 chemistry

students set up and conducted a distillation to extract limonene, applying practical skills to deepen their theoretical understanding of alkenes.

At IGCSE, most pupils enter combined science and perform in line with top grade averages in England, grades 9 to 7 or A* to A. Those taking triple science achieve significantly above England averages, particularly in biology where 60% achieve the high grades of A* to A. Overall, pupils gain over half a grade higher than predicted.

In the sixth form, small numbers limit direct comparisons to England averages, yet half of all students gained A* to A grades in all three sciences in the previous year. Many pursue science related fields at university.

Attainment and progress in computing and computer science are outstanding.

In primary, pupils benefit from weekly lessons in a specialised computer room. The fully established computer curriculum is adapted to suit different pupils' needs and abilities, offering them opportunities to research, build skills and understand both the benefits and risks of technology. For example, pupils in Year 6 explored hoax sites and learned how to identify them.

In primary, the limited number of devices means classes must book them in advance, restricting access to a maximum of two classes at a time. This limits pupils' innovative learning and their access to additional learning tools for pupils needing English language support. Secondary pupils have computer studies from Years 7 to 9 with IGCSE computer science available as a popular option, especially among boys. Pupils with SEND also make strong progress in computing.

Results at IGCSE and A level are consistently outstanding. At IGCSE 64% of pupils gained A* to A compared to the international average of 39.3%. At A level all pupils gained A* to B, significantly above the international average of 76% at C or above. Extra-curricular computer related options are diverse, with clubs such as Minecraft, coding and robotics.

Pupils make excellent progress in a range of other subjects across the curriculum.

Pupils in the primary phase are taught by specialists for PE, music, Thai and an additional language and make excellent progress in these subjects. At IGCSE around half of all pupils' grades across the 20 subjects taken were A* to A or 9 to 7. In a Year 11 business lesson, pupils evaluated and justified the most appropriate pricing strategy for a given scenario. In a Year 7 sex and relationships education (SRE) lesson, a science specialist led a mature and informative lesson on male and female reproductive organs.

In the sixth form, nearly half of all students achieved A grades across the 16 subjects offered. In the previous year, no sixth form students took the BTEC courses in sport and business, but there is a cohort this year. Students' art and design work is of an exceptionally high quality and economics students performed particularly well at A level with 38% achieving A* to A grades. Year 13 creative and digital media students explore diverse methods for product promotion, such as filming a swinging perfume bottle and designing cubistic portraits.

Lessons observed included business, art, PE, drama, Mandarin, music, creative and digital media and building, effective, attitudes and mindsets (BEAM).

Standard 2: Pupils' personal development

Summary findings

- The school provides a safe, welcoming environment that fully supports all pupils on both campuses.
- Pupils show a strong desire to learn, excel and succeed in their studies, sports, and creative activities.
- All pupils actively participate in a wide range of extra-curricular activities and embrace leadership opportunities.
- High attendance and punctuality are expected, with robust procedures in place to ensure consistency across the school.

- Pupils demonstrate excellent behaviour and positive attitudes. They are enthusiastic, respectful of staff and peers, and committed to maintaining a supportive and friendly school community.
- Students' personal development is outstanding.

Pupils demonstrate excellent behaviour in lessons, around both campuses and in social settings. They are supportive of each other, working collaboratively and independently. They trust that untoward behaviour would be dealt with promptly in the school's safe, friendly and kind environment. The learner profiles, tutor programmes, house point system and behaviour for learning provide a strong foundation for developing compassionate, thoughtful young people. Pupils are encouraged to build effective attitudes and mindsets in BEAM and to prioritise self-care and well-being. The school's social, emotional and learning (SEL) programme, developed by the school's counsellor, offers mindfulness and mental health guidance, supporting secondary pupils as well as those in Years 5 and 6.

The dedicated pastoral team, including tutors, school counsellors, heads of key stages and an assistant heads, ensures each pupil feels valued, heard, supported and encouraged to aim high. They pre-emptively deal with challenges, offering tailored strategies and interventions when needed. The two counsellors provide private, calming rooms across the school where pupils can find a secure and peaceful space.

Attendance is high at 96%, above UK averages. Absences and late arrivals are tracked on a data system, with immediate follow-up and additional support if needed. The school is proud of its ethos and pupils express a similar pride, often sharing their appreciation for the school's close knit and caring atmosphere in surveys and in discussions with inspectors.

The house system fosters social connections across age groups and rewards positive contributions. Extra-curricular activities, arranged in mixed-year groups builds bonds as older pupils help younger ones. Pupils are encouraged to voice their opinions particularly through the school council which encourages

everyone to contribute. Pupils embrace a wide range of leadership roles and participate in community projects, charitable events and celebrations of cultural diversity. The Bromsgrove learner profile attributes, encompassing eight core values, are embedded and promote positivity, compassion and well-being across the school.

The Bromsgrove Award system of bronze, silver and gold motivates pupils to challenge themselves, think creatively and embrace responsibility. They feel encouraged to explore new activities, take risks and show respect for others, treating everyone with kindness.

The school focuses purposefully on the needs of EAL pupils in the early stages of language acquisition, closely monitoring their progress with targeted interventions. A six-week mentoring programme by students in the sixth form has supported 14 new students. The counsellor works closely with the head of inclusion to ease any anxiety for new arrivals to the school, particularly those who may be vulnerable. Individual Education Plans (IEP) are reviewed regularly, with a watch list for pupils who may need additional support.

Standard 3: Teaching and learning

Summary findings

- Teachers possess strong subject knowledge and a deep understanding of child development, pupils' achievement and examination expectations, enabling them to guide pupils effectively.
- Lessons are well planned with appropriate resources and vibrant displays that create a positive and enabling learning environment. Most teachers use lesson time effectively, involving pupils in meaningful activities that enhance their learning outcomes.
- Support for pupils with EAL is particularly effective both in the classroom and through targeted interventions and specific EAL programmes. Pupils with SEND also receive excellent support.
- Teachers use open ended questioning to provide pupils with thinking time

and to encourage both collaborative and independent learning.

- Technology is well-integrated throughout the secondary school and pupils confidently use their devices for research, reading and online assessments in lessons. Pupils in the primary school have insufficient opportunities to learn in this way.
- The quality of teaching and learning is outstanding across the school.

Teachers provide engaging, high-quality lessons for all of their pupils. They have strong subject knowledge and enthusiastically share it to enrich learning. Lessons are thoroughly planned with consideration to the range of abilities in each lesson. Assessment procedures are now consistent and effectively used by teachers to plan learning that builds pupils' knowledge and skills. Teachers use a range of strategies to enable all pupils to gain access to learning, such as scaffolding, visuals, vocabulary sheets and word banks along with extra challenge questions for the more able. For example, in a Year 6 science lesson, pupils explored creating electrical circuits and those who quickly mastered the task were challenged to troubleshoot problems. Pupils with SEND learn in a safe and supportive environment where they can flourish. During a science experiment, for example, the teacher managed neurodiverse pupils' needs by moving a noisy hairdryer outside to reduce anxiety.

Teachers create positive learning environments and encourage pupils to participate in classroom discussions and see mistakes as valuable learning opportunities. Courtesy, respect and valuing others' contributions are expected of all. The school's learner profile attributes are a feature of many lessons. In the early years, the current weekly focus is on determination. In their assembly, children were given examples of what this might look like and were encouraged to display these attributes in lessons, earning stickers as rewards.

Teachers continually assess learning through question-and-answer sessions, adapting their approach based on pupils' responses. Pupils are encouraged to share ideas in whole class situations, collaborating in groups and working in pairs. Teachers encourage critical thinking and relate learning to the outside

world using cross-curricular references to reinforce fully learning. There are regular opportunities for assessment for learning in most lessons. Teachers', peer- and self-assessment are common features of lessons.

Teaching assistants are well-deployed, as are EAL support staff who effectively work in classrooms to have a positive impact on learning. Pupils needing additional help are closely monitored and supported through a range of strategies to aid their learning. EAL teachers provide excellent support in primary lessons, reinforcing understanding through small group sessions. In a Year 5 English lesson for instance, pupils participate in the main lesson on famous biographies then review their understanding in smaller EAL groups before writing.

All pupils are regularly tracked and monitored to ensure adequate support and challenge. Teachers and leaders rigorously analyse data to guide their planning and attend to learning gaps. There is a culture of sharing and collaboration among staff, particularly in their approach to planning. A robust marking system is in place for primary and secondary pupils which most teachers use effectively. Pupils understand how to improve their work and are often challenged through extra written questioning. The improved monitoring, tracking, assessment procedures, gap analysis and feedback have significantly had a positive impact on the quality teaching and learning and pupils' outcomes.

The school's recent emphasis on developing oracy skills across the school has accelerated pupils' progress, particularly among early language acquisition learners and reticent speakers. This focus has also positively influenced reading and writing across the curriculum.

Standard 4: The curriculum

Summary findings

- The school fully meets the requirements of its chosen curriculum.
- The inclusive curriculum effectively meets the needs of pupils, including

pupils with SEND and pupils for whom English is an additional language.

- Personal, social, health and economics (PSHE) provision through the BEAM programme in tutor time supports pupils' personal development very effectively.
- Pupils receive relevant guidance for higher education and future career pathways.
- A high-quality varied programme of extra-curricular activities enhances the school day with visits and trips, further enriching the curriculum.
- The quality of the curriculum is outstanding.

The curriculum is coherent and planned to meet the needs of all pupils effectively. The curriculum's relevance is regularly assessed through the school's monitoring and evaluation cycle.

In the early years, teachers make excellent use of 'I wonder' topics drawn from children's own interests, and adapted appropriately each year. The early years curriculum is based on the EYFS with additional elements from, for example, externally sourced mathematics, phonics and PSHE resources. Children learning English as an additional language gain skills and new vocabulary, including subject-specific terms through immersion in lessons. Senior school staff visit the early years to teach specialist subjects, such as PE and Mandarin.

The primary phase follows the national curriculum for England enhanced by local Thai culture. These include events such as Thai festivals, recent Thai national events such as natural disasters, and the history of the 'death railway' in the second World War. In primary, learning is integrated across art, geography and history in a topic-based approach, allowing pupils to make meaningful connections across their learning. The curriculum is well planned with engaging units to enhance pupils' research skills and critical thinking.

In the secondary phase, the core curriculum includes mathematics, science, English and a choice of modern foreign languages, such as Mandarin, Spanish and Thai. Optional choices include further mathematics and English literature

at IGCSE. The sixth form offers a comprehensive set of A levels in 14 subjects, as well as BTEC sport and business and the extended project qualification. (EPQ)

The curriculum is inclusive and effectively meets the needs of all groups of pupils in a school with high levels of population mobility. School leaders use assessment appropriately to modify the curriculum to support individual interests well. An intensive EAL programme eventually integrates pupils into the mainstream provision. Secondary pupils needing English support now receive intensive bespoke support in English lessons instead of being withdrawn. Pupils with EAL new to the school take a placement test with follow up internal assessments two or three times each term. Expert classroom teachers receive appropriate and regular training to meet the needs of pupils with SEND. Withdrawal and additional intervention are available where necessary. Teaching strategies challenge higher-attaining pupils and address all ability levels effectively.

Leaders have developed highly effective provision for PSHE throughout the school. This empowers pupils to understand personal safety, build positive relationships and foster friendships. This provides a strong basis for the planning of assemblies and the use of tutorial time, supporting pupils' personal development.

Careers preparation is embedded in tutor time sessions as part of the BEAM programme. In the sixth form, tutors work closely with students to help them prepare and write personal statements, conduct mock interviews and consider university choices. For example, universities from around the world visit the school, as do alumni, to share their experiences of university life and careers.

A high-quality programme of activities which runs in school time further enriches the curriculum by offering opportunities in STEAM subjects, creative and performing arts, journalism, cookery and sport. These extra-curricular activities are compulsory for primary, secondary and boarding pupils. Residential and day trips also enhance the curriculum.

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

Summary findings

- Teaching staff are suitably qualified and experienced, and meet the diverse needs of all pupils effectively.
- Exceptional facilities greatly enhance the learning experience, particularly in specialist areas such as art and performing arts.
- Both campuses offer an outstanding learning environment with high-quality resources that support and benefit all pupils.

The quality and quantity of the school's accommodation and resources are outstanding.

The school has excellent staffing levels, with, for example, teaching assistants in all early years and primary classes. Specialists teach all subjects throughout the secondary school. Most teachers are UK qualified and experienced to meet the needs of all pupils effectively. Support staff maintain an attractive and safe environment, working in roles such as security, administration, catering, driving and maintenance.

The facilities enhance learning significantly. Libraries on both campuses offer borrowing options and a quiet space for reading, both during and outside lessons. The performing arts centre offers outstanding opportunities for drama and music in the taught curriculum and as part of the activities' programme. The spacious Hadley hub art rooms include high quality computers for digital design and media. The early years campus has an appropriately sized swimming pool, while the recently refurbished pool at Windsor Park serves older pupils. The early years campus has excellent imaginative, safe and well-maintained outdoor play equipment. Pupils at Windsor Park have excellent PE and recreational facilities, including extensive outdoor space and a sports centre. The school has refurbished its residential accommodation for boarders to a very high standard, which makes a distinctive contribution to their welfare.

The sixth-form common room is a well- designed space for students to work and conduct social activities.

The accommodation at both campuses is fresh and welcoming with exceptionally high levels of cleanliness and decoration. Classrooms and laboratories are spacious, well-lit, air-conditioned and acoustically suitable. The environment supports pupils' learning very effectively. Displays of pupils' work are attractive and resources for teaching and learning also plentiful. From simple tools such as 10 frames in the early years, and mini whiteboards to sophisticated software for secondary pupils and teachers, resources enhance teaching and learning. The school continues to refurbish and invest in its outstanding physical facilities.

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

- Safeguarding protocols and procedures are exceptionally robust with effective measures to promote and protect pupils' welfare.
- Pupils feel happy and safe in school, knowing that they have trusted adults for support and guidance whenever needed.
- The school upholds high standards to ensure the health and safety of all members of the school.
- The school's two boarding houses are of a high standard, providing a secure and healthy environment for all boarders.

Care and support for students across the school are outstanding.

The school has highly effective policies in place to protect and safeguard pupils' welfare with regular reviews by governors and senior leaders to ensure relevance for the school and its context. These policies are implemented thoroughly. Pupils' records are maintained efficiently and confidentially.

Leaders manage pupils' transition between each phase across both school campuses successfully. Children on the early years' campus visit the Windsor

Park campus to familiarise themselves. The physical proximity of the primary and secondary classrooms eases the transition from one phase to the next. Leaders have developed effective arrangements for the induction of new pupils who arrive at non-standard times.

Pupils report that they have excellent access to all that the school offers academically and socially. They confirm that they feel happy and safe in the school and know of a trusted adult that they could turn to for support and guidance if necessary. Photographs of the safeguarding team are displayed throughout the school. Pupils state that bullying is extremely rare and are confident that the school would take prompt and effective action if it did occur. The school teaches pupils about the negative impacts of bullying and how to respond to it. The school seeks pupils' views and acts on them through the school councils, including a boarders' council.

The school meets all the standards regarding health, including the recording of contact details, medical information, educational history, agreements with parents about the use and storage of medicines, and procedures for first aid and hospitalisation. The dining room serves nutritious and varied meals. All relevant documentation, verified by an external specialist, is on public display regarding kitchen hygiene.

Similarly, the school meets all the standards for pupils' safety. There are suitable arrangements for the safe daily collection of pupils under 11 years. Detailed risk assessments for off-site activities, safe storage and disposal of hazardous chemicals, the safety of electrical equipment, and play areas are all in place. The school conducts regular fire evacuation drills and lockdown procedures on both sites. An external specialist carries out appropriate checks on fire equipment. Risk analysis is detailed, thorough, and vigilant regarding possible further improvements. For example, the addition of more balcony rails in the main auditorium to prevent falls and children's wearing of food allergy badges in early years at mealtimes to avoid any mistakes, further enhancing safety.

The school uses its own vehicles to transport pupils and also contracts out some transport services. In all cases, the school makes suitable checks on the condition of minibuses and other vehicles. It also conducts health and licence checks on drivers.

The school's boarding facilities offer a high-quality, healthy and safe environment for boys and girls in two separate houses. Boarders have access to appropriate sleeping accommodation, bathrooms and kitchens, as well as common areas for socialisation and recreation. House parents lead residential staff in ensuring a well supervised and harmonious space and offer highly effective support for pupils. A comprehensive range of weekend activities is on offer, such as trips to markets, climbing walls, and similar activity centres. Clubs for boarders and day pupils encourage good levels of participation. There are clear rules about where and when boarders are allowed out of their houses.

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

Summary findings

- Parents express high levels of satisfaction with the school, particularly valuing the quality of communication and their accessibility to teachers.
- Parents feel heard, and know that school leaders value their views, quickly responding to suggestions when possible.
- Parents are actively involved in school events such as Thai celebrations and specialist themed weeks.

The school's partnership with parents and the community is outstanding.

Parents speak very positively about their children's experience of school life, confirming that their children are very happy and that they feel confident that they are safe. These comments reflect the pupils' own comments about feeling safe. Parents feel that their children are well understood as individuals within the small school community. This personal understanding is evident in the high-quality reports parents receive three times a year, and in direct conversations with teachers. Parents appreciate the school's inclusive culture and those who

have children with SEND confirm that they make the best possible progress.

The school offers a wide range of communication channels, from emails and newsletters to workshops. Face to face interaction with teachers and leaders is possible because they are visible at the start and end of the school day and are easily approachable. Parents of early years children benefit from access to their child's interactive learning diary daily, allowing them to understand next steps in learning and sometimes see how they can support their child at home. Parents also know that they can request meetings with teachers at any time, in addition to the regular parents' and teachers' consultation meetings.

Parents are encouraged to speak with teachers if any issues arise, as most concerns can be resolved in this way. They also know that they can access the complaints and other policies, through the parents' portal on the school's website. Parents feel that the school listens to them. The school conducts a survey of their views once a year and analyses the results, helping leaders and governors to make improvements in response. The close-knit parent community supports an active parents' and teachers' association (PTA) which represents each class and tutor group to share views. Parental communication with the school receives prompt responses and every suggestion is considered. For example, when parents requested to hear their children play musical instruments, the school organised a performance. Funds raised by the PTA contribute to the purchase of items that parents and pupils see as necessary, such as bicycles and big blocks for the early years' campus.

Parents engage actively in school life by attending events such as the STEAM week, cultural celebrations and charity activities. They also attend transition days, workshops and subject option meetings. They express interest in contributing further by sharing their experience and expertise, especially to support the careers options for pupils.

Standard 8: Leadership and management

Summary findings

- BIST and Bromsgrove UK (BUK) share a joint mission statement, with senior staff from both schools and collaborate regularly.
- The school is well resourced, leading to outstanding achievement.
- Governors have a thorough understanding of the school's strengths and challenges. They support strategic improvement plans while empowering the headmaster to lead independently.
- Governors and leaders actively promote inclusivity, creating opportunities for all pupils, regardless of need or ability.
- The school's vision: 'Achieving Excellence Together' is clearly communicated and embraced by pupils and staff alike.
- Leaders at all levels are dedicated to improvement, consistently modelling high expectations. Self-evaluation practices lead to continuous improvement across the school.

The leadership and management of the school are outstanding.

The board of governors includes 12 stable members: owners, shareholders, a BUK link governor, school director, school manager, a parent and advisors. The vice-chair serves as the safeguarding governor and has undergone training for the role. He works closely with the school's safeguarding leaders. Governors ensure that the school meets all legal and ministry requirements in Thailand. Their relationship with BUK is strong, supported by regular visits and quality assurance processes. Governors maintain financial stability and provide generous, ongoing capital expenditure for buildings and infrastructure.

Governors stay well-informed about the school's strengths and challenges through visits and senior leader reports to the education committee. They also review the regular parental survey analysis to identify improvement opportunities. The board collaborates closely with the headmaster, contributing significantly to strategic improvements while empowering him to lead the

school. A rigorous appraisal process ensures the headmaster's accountability, while mutual respect defines the relationship between school leaders and the governing body.

The school's vision of 'Achieving Excellence Together' is communicated consistently to all stakeholders. Leaders are deeply committed to continuous improvement, securing significant progress since the last inspection. Assessment processes have been overhauled, and outcomes improved even within the school's highly inclusive environment. Stable leadership over several years has enabled sustained progress. The school has introduced more middle leadership roles to further support teaching, learning and assessment. These teams work effectively, supported by senior leaders to secure improvement. Leaders at all levels are positive role models and promote high expectations consistently. All have a strong presence around the school.

The school's development plan, a three-year rolling document, guides the strategic development of the school. Governors align expenditure with this plan, ensuring the school's strategic priorities are met. The plan also contributes to teachers' professional development, such as the development of oracy skills across the school. Action plans from early years, primary, secondary and boarding all stem from the whole school development plan. Data and inspection outcomes are used extensively to steer the direction of improvement in all action plans.

Professional development is a priority. The school has a preference for promoting from within whenever possible. Staff engage in reflective practice and growth through networking with other schools across Bangkok and attending external and internal training. Peer observation and the sharing of best practice are widespread across the school. Robust performance management, based on teachers' standards and lesson observations drives improvement, meeting teachers' professional growth needs.

Leaders and governors actively promote inclusion, diversity and equality

through their positive expectations. The BEAM curriculum reinforces these values, and the school's small size naturally supports an inclusive culture, helping pupils adopt a welcoming mindset. Pupils settle into the school quickly, supported by an environment that meets their individual needs. The school works hard to meet diverse learning needs, for example, in offering a broad curriculum especially at IGCSE and A level. Boarding pupils add to the school's inclusivity with the diverse nationalities that live together fostering strong tolerance. Staff teams meet weekly to attend to and support individuals potentially at risk.