Harrow International School Bangkok
British Schools Overseas Inspection Report

Inspection Dates: 23 to 26 March 2026

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Age Group: 18 months to 18 years

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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. Education Development Trust (EDT) 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 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. 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 DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning and assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The minimum standards for boarding.

The purposes of BSO 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 carers 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**

Information about the school

Harrow International School, Bangkok, is a selective, British curriculum, day and boarding school, located in the Don Mueang District of Bangkok. The school opened in 1998 as the first of 12 Asia International School Limited (AISL) Harrow schools in Asia and moved to its current site in 2003. AISL is the proprietor. It is average in size compared to other all-through schools in Bangkok and is embarking upon an extensive campus investment over the next two years to maintain its world-class facilities.

The school currently educates 1,845 pupils aged 18 months to 18 years. The school has boarding facilities and currently has 138 pupils who board. The school has over 35 nationalities with Thai pupils forming the largest group. Most pupils speak English as an additional language (EAL). While the school is selective, it is also committed to diversity and inclusion. There are 320 pupils identified with special educational needs and/or disabilities (SEND) or EAL; of these, 66 receive specialist intervention from the inclusion team.

The Lower school consists of early years and the Pre Prep phase. The Upper school comprises the Prep phase and Shell, Remove and Fifth Form, Years 9 to 11, and the Sixth Form, Years 12 and 13.

Children in the early years follow the Harrow Little Lions Curriculum (LLC), a play-based framework designed for children aged three to five, blending the UK early years foundation stage (EYFS) statutory framework with international kindergarten practice. In Pre Prep, Years 1 to 5, and Prep, Years 6 to 8, pupils follow an enhanced and accelerated national curriculum for England (NCfE). This leads to GCSE and A level courses in a wide range of subjects. All pupils go on to attend universities around the world with the largest proportion going to the UK.

A new vision has recently been developed and central to this vision are the four Harrow values of courage, honour, humility and fellowship which are common to all schools in the Harrow group. The vision is to be a world class school and a flourishing community, shaping outstanding young people.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four EDT inspectors who spent four days at the school. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection.

During the inspection the team visited 71 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 16 lessons were jointly observed with leaders. Inspectors also attended assemblies and spoke informally with teachers and pupils. The team held 30 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

Harrow International School Bangkok is an outstanding school and provides an outstanding quality of education for pupils from 18 months to 18 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are outstanding.

Attainment and progress across all phases are outstanding. Internal assessments and external examinations confirm that pupils achieve significantly above international averages. Pupils' high levels of attainment have continued to rise over the last three years. Pupils with SEND and EAL progress at rates comparable to their peers, and there is no significant difference in the rates of performance of boys and girls.

In the early years, most children understand and respond to simple instructions. By Pre Prep, they retell stories accurately and translate oral stories into writing. Most exceed age-related expectations in speaking, reading, and writing.

In Years 2 to 8, pupils discuss tone and voice using sophisticated vocabulary. They enrich their spoken and written work with elegant synonyms and complex sentence structures, forming conditional judgments and developing hypotheses. They demonstrate secure knowledge of texts and write effectively for different purposes and audiences. By the end of Year 5, 86% work at a Year 6 level in reading and 78% in writing. By Year 8, almost all pupils meet or exceed Year 9 age-related expectations.

In Year 9, pupils express and justify opinions fluently, connecting learning to the school's values. They grasp concepts such as capitalism and socialism in, for example, the context of 'An Inspector Calls'. By Year 11, they analyse Shakespeare's use of blank verse and prose. In 2025, 89% of the large IGCSE English literature cohort achieved grades of A* to A compared with 40.7% internationally. In English as a first language, 76% achieved grades of A* to A against an international average of 35.9%.

In Year 12, students analyse Shakespeare's fragmented language to explore Othello's descent into irrational thought. In Year 13, students engage with 'The Handmaid's Tale', exploring philosophical and psychological dimensions such as the Panopticon. They apply higher-order vocabulary such as 'juxtaposed', 'dehumanised', 'mythologising' with precision, embracing paradox, complexity, and nuance. All A level candidates achieved grades of A* to A in 2025, far exceeding international averages.

As the vast majority of pupils are not native speakers of English, teaching is methodical, effective and aspirational, enabling all groups to make at least good rates of progress from their starting points. The school also cultivates strong reading habits from an early age, supported by a wide range of reading material across its three libraries.

Attainment and progress in **mathematics** are outstanding.

Pupils across the school consistently exceed the standards expected for their age in England with outcomes significantly above international averages over the last three years.

Children in the early years make outstanding rates of progress from their starting points. By the end of the Reception Year, most children demonstrate a strong understanding of number and can confidently perform number operations at least to 10 and number bonds up to double 13 in some cases. Children can compare groups of objects and identify shapes according to the number and types of sides. Teachers prioritise early reasoning and problem-solving skills which encourage children to develop mathematical vocabulary and critical thinking. By the end of the early years, almost all children have acquired mathematical knowledge and understanding that is well above the UK average.

In Pre Prep, pupils rapidly develop their knowledge and understanding through well-planned activities, targeted assessments and daily challenging extension tasks. In Year 1, a teacher addressed a gap in left and right knowledge by encouraging pupils to create coloured bracelets as memory aids. Internal assessments show that most pupils meet almost all Year 6 mathematics objectives by the end of Year 5.

Pupils in Prep accelerate their mathematical skills further with external assessment scores confirming above expected levels of attainment at the end of Year 8. In Year 9, pupils tackled cumulative frequency, a Year 10 objective, at different levels of challenge reflecting their accelerated rates of progress. They show dedication to becoming thoughtful mathematicians, guided by the mathematics department's vision of 'Aspiration, Resilience, Exploration, and Application.' Data from 2025 confirms that most pupils exceed expectations by one year at the end of key stage 3.

Pupils maintain this excellent progress throughout key stage 4 with IGCSE results significantly above England and international averages, reflecting accelerated progress. In 2025, 75% of pupils secured grades of A* to A and those studying statistics and further mathematics performed substantially above England averages.

Around 90% of pupils choose to extend their study of mathematics to A level where teachers provide exceptional support, enabling accurate identification of errors and sustained rates of progress. In 2025, 61% achieved grades of A* to A in A level mathematics, and 68% in further mathematics, significantly above England averages.

Targeted interventions across all phases ensure pupils with EAL and those with SEND, make excellent rates of progress. Although girls outperformed boys in A level and IGCSE further mathematics in 2025, current analyses of assessment data show no significant difference in the rates of attainment for boys and girls across qualifications.

Attainment and progress in **science** are outstanding.

Pupils achieve outstanding attainment and make exceptional rates of progress across all phases. Across the school, different groups of pupils achieve equally well. Boys and girls perform in line with each other. Pupils with EAL make rapid rates of progress and attain highly as their language proficiency develops. Pupils with SEND receive targeted support and make strong rates of progress from their starting points, reflecting highly effective teaching, careful tracking and well-matched provision. Leaders track pupils' progress rigorously, demonstrating that pupils sustain the development of their scientific skills over time.

In the early years, children attain significantly above EYFS expectations as they follow a broader and more ambitious curriculum. Children make rapid rates of progress from their starting points. In lessons, they engage deeply in exploration and investigation. For example, in Nursery, most children talk confidently about the properties of materials when designing and testing boats. In the Reception Year, almost all children explain practical ways to reduce ocean pollution, including reducing, reusing and recycling, demonstrating strong levels of understanding and highly developed communication skills.

In Pre Prep, pupils sustain strong rates of progress, particularly in science. By the end of the phase, 92% work above age-related expectations. Pupils develop secure understanding through enquiry-based learning. In Year 1, pupils design and test vehicles, applying mathematical knowledge with confidence. In Year 3, pupils investigate materials for waterproofing and apply their understanding to design structures that withstand flooding. Pupils articulate their thinking clearly and use appropriate scientific vocabulary with accuracy.

In Prep, pupils make excellent rates of progress with 97% meeting or exceeding Year 9 expectations by the end of Year 8, significantly above international averages. Pupils demonstrate increasing levels of independence in their learning. They think critically, make informed predictions and apply subject-specific vocabulary precisely across a range of contexts.

In the fifth and sixth form, pupils' attainment stands significantly above England and international averages. At A level, outcomes range from 58% to 81% for grades at A* to A, compared with typical figures in England of 20% to 35%. At GCSE, pupils achieve, on average, almost half a grade above their predicted targets, while at A level, they achieve between half and over two grades above target. These outcomes reflect consistently strong rates of progress from individual starting points. Students demonstrate deep subject knowledge and communicate complex ideas with clarity, for example, when presenting detailed analyses of disease and prevention.

Overall, pupils' outcomes reflect consistently high levels of attainment, rapid rates of progress from starting points and a strong capacity to apply knowledge, skills and understanding across the science curriculum.

Pupils' attainment and progress in a range of **other subjects** are outstanding.

In 2025, outcomes placed the school among the top-performing schools globally. At A level, 70% of grades were at A* to A, while IGCSE results reached 71% for grades A* to A, both more than doubling the England averages for the highest grades. Pupils with SEND and EAL achieve highly from their starting points, and there are minimal differences in the rates of performance of boys and girls. Overall, pupils attain over half a grade higher than expected at GCSE. Similarly at A level, students on average gained at least one grade higher than expected. For example, in computing, A level students achieved almost two grades above their predictions. Students received exceedingly high outcomes in art and design with five of the seven students gaining an A grade and one student achieving three grades above target. Work observed in lessons reflects these high-quality outcomes. Excellence spans subjects, which are supported by numerous national and global awards, reflecting the breadth of excellence.

In the early years, Pre Prep and Prep the proportion of pupils working at or above age related expectations is exceptionally high. In music, for example, almost all are working at these levels. In a lesson where pupils used a program on their tablets to record guitar and bass chords, all were very engaged and highly competent. Pupils benefit from specialist teachers in art, music, physical education (PE), languages, design and technology (DT) and computing. The high-quality work observed across these subjects reflects these strong outcomes and the breadth of achievement.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching, learning and assessment is outstanding overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the Standard (see Part 5 below).
- The provision of information for parents meets the requirements of this Standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).
- The minimum standards for boarding are met (see Part 9 below).

As a result of this inspection, undertaken during March 2026, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

The standards relating to the **quality of the education** are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding.

Leaders design and implement an ambitious, coherent curriculum across all key stages, including the early years, that reflects the structure and expectations of an independent school in England. Careful sequencing ensures continuity and progression. Staff manage transition points effectively, particularly between early years and Pre Prep so that pupils build securely on their prior learning without unnecessary repetition.

The curriculum meets the needs of different groups of pupils highly effectively. Leaders identify pupils with SEND early and provide targeted, well-planned support, including appropriate adjustments agreed with pupils and their parents. Pupils with EAL gain access to the full curriculum through a combination of in-class support and focused interventions in one of the school's learning spaces. In the early years, a bespoke phonics programme accelerates children's language acquisition and aligns with best practice in England. In Years 9 to 11, flexible pathways in subjects such as mathematics, English and modern foreign languages match pupils' prior attainment and aspirations. This inclusive and adaptive approach ensures that all pupils make strong rates of progress.

The curriculum satisfies and extends the requirements of the national curriculum for England and prepares pupils well for the next stage of their education, including transition to schools and universities in the UK. As part of their enrichment programme, students may opt for the Extended Project Qualification (EPQ) in Year 12, while many prefer the Harrow Research Project (HRP).

The British character of the school is clear. Curriculum content promotes a strong understanding of British culture, institutions and values. Pupils study literature, history and social issues that deepen their knowledge of life in modern Britain. For example, through the works of Shakespeare, pupils explore historical contexts such as the Gunpowder Plot. In personal, social, health and economic (PSHE) education, pupils examine the contribution of the Windrush generation and consider issues of equality and justice. These experiences prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society.

The curriculum actively supports fundamental British values. Teachers promote democracy through pupil leadership opportunities and discussion. They reinforce the rule of law through clear expectations and behaviour systems. Lessons encourage individual liberty by enabling pupils to express views thoughtfully and respectfully. Across subjects and activities, pupils demonstrate mutual respect and tolerance for those with different faiths and beliefs.

The curriculum is broad, enriched and impactful. A wide co-curricular and super-curricular programme enhances pupils' development. Pupils participate in creative, athletic and academic activities, including competitions such as science Olympiads and mathematics challenges. These opportunities extend learning, build confidence and support strong academic progress. Service activities and leadership roles further strengthen pupils' personal development and sense of responsibility. A new leader of co-curricular activities has been appointed in recognition that this area of the school is not as exceptional as the rest of the school's academic and pastoral provision.

The school provides a well-structured and age-appropriate PSHE programme. In the Lower school, the SEARCH programme develops pupils' emotional well-being, curiosity and motivation. In the Upper school, pupils engage in 'courageous conversations' about health, relationships and life in the wider world. The curriculum includes relationships education for younger pupils and relationships and sex education (RSE) for older pupils, delivered in line with the local context. The school maintains a clear written policy, which it makes available to parents.

Provision for careers guidance is strong. Senior pupils receive up-to-date, personalised advice supported by specialist, knowledgeable staff and the effective use of digital resources. They confirm that guidance is sympathetic and expert. Pupils and parents engage fully in the process, enabling informed decision-making about future pathways.

The curriculum makes effective use of the local environment and community. Visiting speakers, including professionals from Bangkok Hospital, enrich learning through real-world expertise. Community engagement activities, such as environmental projects and service initiatives in Mae Sot, deepen pupils' understanding of social responsibility.

Curriculum policies and planning actively promote respect for others, paying due regard to all of the protected characteristics defined in the Equality Act 2010, except for gender reassignment. Teachers integrate these characteristics into lessons and discussions in age-appropriate ways. For example, older pupils explore issues of race and equality through structured debate, while younger pupils learn about respect, difference and inclusion through stories and guided discussion. Where aspects relating to gender reassignment cannot be fully promoted due to the laws of Thailand, leaders make this clear, while continuing to promote a culture of respect and inclusion.

Overall, the curriculum is coherent, inclusive and ambitious. It combines strong academic foundations with extensive enrichment opportunities and clear values, preparing pupils effectively for future education and life in a global and British context.

The quality of **teaching, learning and assessment** in the school is outstanding.

The school realises its vision through a highly effective and deeply embedded learning culture. Teachers create classrooms in which pupils think independently, ask probing questions, are curious and creative and take full responsibility for their learning. Through reflective and innovative practice, underpinned by the new Reflective Teaching Framework (RTF), the school delivers on its vision of 'developing a teaching culture that is recognised as one of the best in the world.' Evidence from across all phases confirms that the school's ambitious vision is embedded in daily practice.

Teachers set consistently high expectations for learning and behaviour. Pupils respond with enthusiasm, engage quickly and sustain strong levels of focus and participation throughout lessons. They show resilience when faced with challenge, take pride in their work and celebrate the success of others. Classrooms remain calm, purposeful and highly productive. Warm, respectful relationships between teachers and pupils foster confidence in learning. Pupils state that they value the dedication and support that they receive from teachers and teaching assistants.

Teachers demonstrate excellent subject knowledge and a secure understanding of assessment and examination requirements. They develop pupils' skills and understanding systematically across the curriculum. Teachers recognise and celebrate pupils' diverse linguistic backgrounds and promote oracy in all subjects. This aspect of learning has improved significantly since the last inspection and is now deeply embedded in all lessons. In the early years, children use story bags to construct narratives, identifying characters, settings and problems with increasing levels of confidence. In drama and humanities, pupils articulate complex ideas using precise subject-specific vocabulary.

Teachers use translanguaging techniques to support and deepen learning. Techniques such as 'Agree, Build, Challenge' mean pupils are better equipped to ask questions, discuss complex concepts with confidence, and develop their thought processes through deeper discussions. Skilful questioning challenges pupils to justify their ideas, explore alternatives and refine their reasoning. Pupils reflect on their thinking and evaluate their own progress with increasing accuracy. Teachers provide high-quality resources, including reading and research materials, which support pupils' critical thinking and deeper understanding. Pupils use technology effectively to extend and enrich their learning.

Collaborative lesson planning which precisely identifies gaps in pupils' knowledge and understanding through assessment information is a routine feature of Lower school life. Teachers check pupils' understanding routinely, identify misconceptions quickly and adapt their teaching to meet pupils' needs. They draw on assessment information and examination knowledge to ensure that work matches pupils' abilities and supports strong rates of progress. For example, in Year 12 mathematics, the teacher used detailed question-level analysis to eradicate students' gaps in understanding and accelerate their progress.

Teaching supports all groups of pupils effectively. Teachers adapt their approaches to meet individual needs, including those of pupils with SEND and those with EAL needs. Teaching assistants make a strong contribution to learning. The school invests in their training and integrates them fully into classroom practice, which strengthens support for targeted pupils.

The school's 'Looking for Learning' initiative, which encourages peer observations, underpins high-quality teaching across all phases. This initiative promotes reflection through a strong coaching culture and the sharing of effective practice. Teachers engage actively in ongoing professional development, which underpins the school's vision for world-class teaching.

School leaders and teachers rigorously analyse the vast amount of assessment information to track pupils' progress, influence teaching and set clear expectations and targets, ensuring all groups of pupils make excellent rates of progress over time.

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

The standards relating to the spiritual, moral, social and cultural (SMSC)development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The **spiritual, moral, social and cultural** development of pupils is outstanding.

Leaders ensure that spiritual, moral, social and cultural (SMSC) provision is comprehensive, age-appropriate and embedded across the curriculum and wider school life. Pupils and adults work together to sustain a calm, purposeful, and high-achieving learning environment. The Harrow values of courage, honour, humility, and fellowship, alongside the iRules, a child-friendly articulation of the Harrow-wide leadership attributes, shape every aspect of school life. Pupils articulate these principles clearly and apply them consistently with pride. For example, Year 4 pupils explained that the iRules inspire them to 'set high expectations for themselves, encourage kindness, and teach them to respect others as they travel the world as a global citizen'. The school is an inclusive community that celebrates equality and diversity, values the traditions of all represented groups, particularly Thai culture. Pupils and staff show care and compassion towards the wider local community.

Pupils demonstrate strong levels of self-esteem and confidence, and respect for others. From the early years, staff actively develop pupils' independence, resilience and responsibility. Children in pre-nursery make informed choices about meals, while Pre Prep pupils complete regular emotional check-ins and discuss their well-being. Pupils trust adults to support their decisions and personal development, contributing positively to their well-being. As they move through the school, pupils listen carefully to differing viewpoints and engage in thoughtful, respectful discussion when challenging opinions. Restorative approaches are used effectively, enabling pupils to reflect on their actions, understand consequences and repair relationships. This consistent practice strengthens pupils' awareness of the impact of their behaviour on others.

Behaviour across the school is excellent. Pupils show enthusiasm for learning, sustain high levels of engagement and contribute positively in lessons and activities. High rates of attendance and strong participation in co-curricular opportunities support pupils' academic and personal development. Relationships between pupils and staff are warm and respectful, creating a secure environment in which pupils feel valued and supported.

The school systematically gathers and responds to pupils' views. Leaders use surveys, assemblies and tutor group discussions to capture their opinions. Pupils embrace opportunities to take on roles that allow them to shape school life. In the early years, children contribute through choice and reflection while Pre Prep pupils share their learning experiences through learning panels. Older pupils take on a wide variety of democratically elected leadership roles, enabling them to initiate and influence the school's development. Tutor discussions including 'Topical Tuesdays' often reflect concerns identified by the diversity committee. Sixth-form students contribute directly to the design of the RSE programme, identifying relevant themes

such as health, safety and managing relationships. These processes ensure that pupils participate meaningfully and understand that their contributions have a positive impact.

The school promotes a clear understanding of public institutions and services in Thailand, in the UK and internationally. Through subjects such as history, geography and PSHE, pupils study British institutions, including the monarchy and democratic systems, and compare them with those in Thailand. Teaching regularly connects historical and contemporary contexts. For example, Year 4 pupils compare the roles of women in the Ayutthaya Kingdom during the Burmese-Siamese war in the 18th Century with those undertaken in Britain during the Second World War. Many older pupils plan to attend British universities and through this strong provision develop practical preparation, including independent living skills and awareness of civic systems.

The curriculum actively promotes fundamental British values. Pupils develop a secure understanding of democracy through elected leadership roles and participatory decision-making. They learn about the rule of law through clear behavioural expectations and restorative practices. They experience individual liberty by expressing their views respectfully and make informed choices. Mutual respect and tolerance are evident in daily interactions and through structured discussions of different faiths and beliefs. The school does not promote partisan political views and ensures balanced presentation of political matters.

Provision also enables pupils to appreciate and respect their own and other cultures. The curriculum and wider programme celebrate diversity and recognise both the traditions of Thailand with those of the international community. Pupils and staff engage with the local community through charitable work and service activities. House groups select local charities to support with resources, advice, or financial aid. Year 12 pupils reflect on their responsibility, saying, 'Access to this kind of education is a privilege, not a right, and it comes with certain responsibilities'. Other pupils add, 'Giving of yourself is better than fundraising alone'.

The school's SMSC provision explicitly promotes respect for all individuals. Carefully planned lessons assemblies and pupil-led initiatives promote understanding in an age-appropriate way. For example, pupils in Years 10 and 11 explore these themes through the 'Futures' programme, including structured debates such as discussions on 'Black Lives Matter' and 'All Lives Matter'. These encourage pupils to evaluate the significance of tackling unique and disproportionate challenges encountered by certain communities, while engaging thoughtfully with differing perspectives.

Overall, the quality of the school's pastoral provision is exceptional. A framework of strong values combined with a carefully planned curriculum and meaningful participation ensures that pupils develop into reflective, responsible and respectful individuals who understand their place in a diverse, global society.

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

The **welfare, health and safety** of pupils and staff is outstanding.

Leaders ensure that pupils remain safe, well cared for and consistently supported. A strong culture of vigilance underpins safeguarding across the school. The school meets the expectations of Keeping Children Safe in Education 2025 (KCSIE) and aligns its procedures closely with UK standards while reflecting the Thai context. Staff engage in regular safeguarding training, including induction and updates, and many undertake additional specialist training. Staff demonstrate a clear understanding of their responsibilities and show confidence in identifying and reporting concerns.

Safeguarding systems operate with precision and positive impact. Staff log concerns promptly, which allows leaders to track patterns and act swiftly. Regular review meetings enable early identification of vulnerable pupils and ensure targeted, effective support. Leaders draw on this information to guide their decision-making and implement appropriate actions. Parents express strong levels of confidence in the school's safeguarding arrangements, reflecting the high levels of trust within the school.

Pupils feel safe and know exactly where to seek help. They identify a wide range of trusted adults, including teachers and counsellors, and describe these services as readily accessible and highly responsive. Staff promote excellent behaviour through a clear, written behaviour policy that sets out expectations and appropriate sanctions. This sustains a calm and orderly environment. Leaders maintain detailed records of serious incidents and actions taken. Pupils report that bullying rarely occurs. Staff deal with any incidents quickly and effectively in line with the school's comprehensive anti-bullying policy.

The school delivers high-quality medical care. Two well-staffed medical centres operate throughout the school day, providing treatment areas, isolation rooms and the secure, temperature-controlled storage for medicines. A clear first-aid policy guides practice, and trained staff administer first aid promptly and competently. Staff maintain meticulous records, including individual health plans, which enable timely and appropriate care.

Pastoral provision responds effectively to pupils' needs. Pupils benefit from a wide range of support systems, including counselling, buddy programmes and structured induction processes, which help them to settle in quickly and feel secure. Staff demonstrate strong awareness of individual needs and tailor support with care and precision, ensuring that pupils facing difficulties receive effective and timely help.

The curriculum equips pupils with the knowledge and skills to keep themselves safe. Staff teach online safety explicitly and reinforce it through assemblies and tutor sessions. Robust monitoring and filtering systems strengthen this provision further and support pupils in making safe choices.

Leaders implement rigorous health and safety procedures. The school complies fully with relevant health and safety legislation in Thailand and implements a comprehensive written health and safety policy effectively. Staff carry out detailed risk assessments and take decisive action to minimise identified risks. Fire safety procedures are well established, including termly

fire drills across all buildings, including boarding, with regular testing of alarms and equipment. These measures ensure that pupils and staff work in a safe and well-maintained environment.

Attendance across the main school stands at 97%, which far exceeds current UK averages. Leaders monitor attendance closely and use data intelligently to identify patterns and provide targeted support where needed.

The school fosters an inclusive environment in which pupils feel respected, valued and supported. Safeguarding arrangements reflect a deeply embedded culture of care and vigilance.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school maintains a comprehensive and well-organised single central record (SCR) of all staff and the required pre-employment checks. This includes details of verification of identity, right to work, medical fitness, qualifications, references, and dates of commencement. The school ensures compliance with local legal requirements, including immigration and teacher licensing regulations. For staff who have worked in the UK, the school obtains an International Child Protection Certificate (ICPC), and for those who have lived or worked in other countries, additional police and safeguarding checks are undertaken to ensure suitability. Leaders consider all information carefully before confirming appointments.

Records are clearly structured, with separate sections for different groups, including teachers, teaching assistants, technicians, volunteers, external providers, and extra-curricular staff. Appropriate arrangements are in place for visitors and contractors through the use of robust checking procedures or restricted access. External providers are closely monitored, ensuring accountability. All the safeguarding checks are completed or verified prior to their deployment. Checks on governors are recorded at the AISL group level for data protection reasons.

All staff, including governors complete annual safeguarding training and those involved in recruitment have completed safer recruitment training. The SCR also clearly identifies the level of safeguarding training completed. For example, all house leaders hold level 2 certification. Individuals who have undertaken safer recruitment training is also recorded, ensuring robust oversight of staff compliance and expertise. Records are detailed, accurate, and regularly monitored by senior leaders to ensure ongoing compliance.

Recruitment processes are rigorous and aligned with the school's values, resulting in a stable and high-quality workforce.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

Leaders maintain an exceptionally well-organised and highly effective learning environment that promotes pupils' achievement and well-being. Robust systems underpin site management, including frequent safety walks and detailed condition surveys. Leaders act swiftly on identified concerns and ensure that maintenance work is completed to a high standard. These proactive approaches minimise risk and sustain a safe, orderly environment.

The school provides a high-quality learning environment that actively enhances pupils' experiences. Classrooms and shared spaces are thoughtfully designed, well-resourced and stimulating. Displays celebrate pupils' achievements and reinforce learning. Staff use corridors and communal areas purposefully to extend learning beyond the classroom, maximising every available space. Carefully planned interactive and role-play areas encourage collaboration, independence and creativity.

Leaders deploy resources efficiently and strategically. Specialist facilities, such as science laboratories, creative spaces and a well-equipped library, enrich the curriculum and deepen pupils' engagement. High-quality sports facilities and outdoor areas support pupils' physical development and recreation across all age groups. These resources have a direct and positive impact on pupils' learning, participation and overall development.

Outdoor provision reflects careful design and strong educational purpose. Shaded seating areas provide comfortable spaces for social interaction and learning. Children in the early years benefit from immediate access to well-equipped, age-appropriate outdoor environments that promote exploration and play-based learning.

The premises meet all requirements for pupils' welfare. The school provides clean, well-maintained toilet, washing and changing facilities for pupils. Readily accessible drinking water is clearly labelled, and hot and cold water is available for handwashing. The medical centres offer suitable accommodation for medical examination and treatment, as well as short-term care for sick or injured pupils. It includes appropriate washing facilities and toilet provision, ensuring efficient and hygienic care.

Lighting, acoustics and climate control support effective learning throughout the school. Classrooms benefit from appropriate lighting and well-managed acoustics, which enable pupils to concentrate and participate fully. Air-conditioning and ventilation systems maintain a comfortable environment in all areas.

Leaders ensure that the premises remain safe, accessible and easy to navigate. Clear signage supports safe movement around the site, and supervision remains consistent across all areas of the school day. Security arrangements are rigorous, with controlled access, comprehensive and innovative closed-circuit television (CCTV) coverage and use vigilant on-site personnel, ensuring that pupils remain safe at all times.

Leaders demonstrate strong strategic oversight of the premises. They plan carefully for future development, including enhancements to science and sports facilities in order to expand capacity and further strengthen provision. They also tackle emerging challenges, such as traffic at peak times, with practical and responsive solutions.

The school's premises and accommodation provide a safe, well-maintained and highly effective environment that makes a strong contribution to pupils' learning and well-being.

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

The school meets the requirements of this standard.

The quality of information provided to parents is excellent. Leaders ensure that all required information remains readily accessible, primarily through the school's website. This includes the school's most recent inspection report, contact details, the name of the proprietor and chair of governors, and a clear statement of the school's aims and ethos. The school also publishes all required policies, including safeguarding, admissions, curriculum, SEND, EAL, behaviour and sanctions, anti-bullying, health and safety, first aid and medicines, and complaints procedures.

Parents' views align closely with those of inspectors. Parents value the clarity, frequency and accessibility of communication and identify it as central to the school's strong relationships. They describe the headmaster as responsive, approachable and highly visible. Parents report that leaders communicate ambitious development plans clearly and keep them well informed. While some parents initially expressed concern about these plans, most now express confidence and, in some cases, disappointment that their children will not benefit fully from future developments.

The school gathers parents' views regularly and responds promptly. Leaders conduct frequent surveys on specific topics, and they act decisively on both formal and informal feedback. For example, leaders have dealt with concerns about traffic and parking, air quality affecting outdoor play, and supervision at break times. Parents confirm that the school listens and responds effectively. Following a recent earthquake, leaders implemented clear and timely emergency measures. Parents report that this strengthened their trust in the school's responsiveness and its ability to safeguard pupils.

Communication systems operate efficiently. The school uses email for the majority of routine communication, ensuring consistency and clarity. Form representatives support communication helping to identify and deal with any gaps. Parents report no significant barriers related to language. Leaders and staff maintain a strong physical presence at the start and end of the school day, which allows them to resolve concerns quickly and informally. Administrative staff respond promptly to queries during the school day, ensuring continuity when teaching staff are unavailable.

The school provides parents with detailed written reports on their child's attainment and progress at regular intervals. These reports are clear, informative and constructive, offering specific guidance for improvement. In addition, the school offers numerous formal opportunities for parents to meet teachers and discuss their child's development. For identified pupils, for example, with SEND, members of the learning support and EAL teams will also attend face to face meetings to help parents understand their needs. Parents welcome the increasing number of workshops designed to help them understand the curriculum and to support learning at home.

Overall, the school provides high-quality, accessible and responsive information. Leaders engage parents effectively, act on feedback and maintain strong relationships.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school ensures that a clear, written complaints procedure is in place, which is available to parents on the website, and is effectively implemented. It outlines appropriate timescales and parents can raise concerns informally before progressing to a formal written process. Where complaints remain unresolved, provision is made for a panel hearing, including an independent member, with parents permitted to attend and to be accompanied. The panel provides written findings and recommendations, which are shared appropriately and retained for inspection.

In practice, the school manages complaints consistently and fairly. Responses are timely and transparent. Over the past three years, there have been very few formal complaints. These were all resolved appropriately. The school maintains confidential records. Leaders use complaints constructively to inform improvements, including strengthening safeguarding procedures.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

The headmaster has led a highly effective and inclusive visioning process, engaging staff, pupils and parents through extensive consultation to establish a clear and ambitious strategic direction. The resulting vision, 'To be a world-class school and a flourishing community shaping outstanding young people' is firmly rooted in the Harrow values of courage, honour, humility and fellowship. This vision is not aspirational in name only; it is actively lived and embedded across all aspects of school life. Leaders at all levels model these values consistently, fostering a culture of openness, transparency and shared ownership. As a result, staff and pupils demonstrate a strong sense of belonging and collective accountability. All take pride in being part of Harrow Bangkok.

Governance is particularly strong. Governors ensure that the school operates in line with legal, ethical and regulatory requirements across both local and UK contexts. The board demonstrates strong strategic oversight of the school's performance and finances. The close partnership with the wider Harrow network and AISL aligns the school with shared values and high expectations. This collaboration offers both challenge and support as the school pursues its ambition to move beyond 'outstanding towards sector-leading provision.'

Relationships between governance and leadership are highly effective. Clear delineation of roles enables governors to focus on strategy and to anticipate risks and respond proactively. Governors conduct a rigorous and developmental appraisal of the headmaster, ensuring accountability while supporting continued professional growth.

Leadership at all levels, including governors, communicates ambition clearly, drives improvement and inspires the school community. A notable strength is the school's innovative and distributed approach to leadership through Professional Learning Communities (PLC). This approach empowers middle leaders and classroom teachers to lead meaningful whole-school

change and reflects a deliberate shift towards collaboration, professional trust and innovation. Participation is extensive, and this model has significantly strengthened leadership capacity, ensuring that leaders sustain improvement and embed it deeply. Leaders remain highly visible and approachable, providing strong role models for both staff and pupils.

The school gathers and responds to the views of pupils, parents and staff highly effectively. Leaders use a wide range of formal and informal mechanisms to capture stakeholders' views, and act on this feedback seriously. This has led to measurable improvements in areas such as communication, curriculum development and well-being provision. Parents and pupils speak very positively about the school, describing it as supportive, responsive and inclusive. The students' voice is particularly strong, with extensive opportunities for leadership and genuine influence on decision-making. Pupils demonstrate maturity, confidence and a clear understanding of their role within the school.

Staff view their experience at the school very positively. They report that leaders support, value and challenge them professionally. Leaders provide high-quality professional development, aligned with whole-school priorities, ensuring that they continue to develop their practice. Leaders manage performance robustly and developmentally, linking individual targets to whole-school priorities, while promoting professional growth. They tackle underperformance appropriately and implement strong systems to support improvement. Leaders also promote staff well-being and plan for succession proactively, further strengthening capacity.

Leaders and governors demonstrate a clear commitment to promoting equality and tackling discrimination. The school promotes inclusion and celebrates diversity, ensuring that all pupils, including those with SEND have equal opportunities to succeed. Leaders prioritise safeguarding and implement robust systems to monitor, report and review concerns. Staff apply procedures consistently and understand them well, contributing to a strong culture of vigilance and care. Governors conduct regular intensive reviews of safeguarding and engage directly with safeguarding leads, ensuring that safeguarding remains integral to the school's culture.

Leaders embed rigorous and accurate self-evaluation. They draw on a wide range of evidence, including academic outcomes, well-being data, safeguarding information and stakeholders' feedback to inform strategic decision making. Leaders maintain a dynamic school development plan, closely aligned to the vision and supported by a clear three-year strategy. They review and refine it regularly, ensuring that priorities remain relevant and impactful.

Overall, leadership and management are highly effective, and reflect clarity of vision, strong collaboration and a relentless focus on improvement. The school is exceptionally well placed to continue to thrive and further enhance the quality and positive impact of its outstanding provision. Leadership fully meets the BSO standards and applies them consistently.

Part 9. The minimum standards for boarding.

The school meets the requirements of this standard.

Boarding is of high quality, safe, nurturing and professionally led, with strong safeguarding, excellent accommodation with a rich programme of support for boarders' well-being. The provision reflects best practice in international boarding, with a clear commitment to continuous improvement.

The head of boarding and the deputy head provide strategic leadership and ensure compliance with the UK national minimum standards for boarding. Boarding policies on behaviour, relationships and safety are implemented consistently across all houses. Leaders monitor safeguarding systems rigorously, including regular checks on digital safety. Well-trained staff provide high levels of supervision with at least three staff on duty in each house at any time. A bespoke digital system tracks boarders' welfare and progress effectively. On-site medical provision is very strong with three qualified nurses living on campus, and one remaining on duty at all times.

Accommodation offers generous common spaces, indoors and outdoors across all four houses. Bedrooms are fresh, welcoming, comfortable and allow personalisation. Additional facilities including rooms for private study, music practice, and quiet reading support both academic progress and well-being.

The boarding programme offers a wide range of evening and weekend activities that engage pupils and build community. Boarders speak positively about events and are looking forward to the Japanese chef experience that will take place shortly. They gain access to the school's facilities easily and participate fully in co-curricular life. Duties are appropriate to age and carried out responsibly. Boarders influence daily routines through house meetings and feedback, for example, shaping menu choices.

Pastoral care is highly effective. Well-trained staff ensure ample supervision, and there is a bespoke digital process for monitoring all aspects of a boarder's progress. Boarders report that they feel safe, happy and well supported. Staff build strong relationships with pupils, and multiple support systems ensure that help is readily available. The buddy system supports new boarders effectively and helps them to settle in quickly. Boarders develop confidence, emotional independence and respect for others from different backgrounds. The house meeting featured 'Thankful Tuesday' so there was a moment in both the observed house meeting and at supper when boarders were invited to pause and offer thanks for something in their lives.

Academic support in boarding is highly effective. Staff provide evening 'booster' sessions and tailored support, including supervised study in shared spaces. Boarders value this provision and report that it helps them manage their workload successfully.

Overall, boarding provision is very strong. It supports boarders' welfare, safety and personal development exceptionally well while fostering a strong sense of community.

Early Years Provision

The quality of **early years'** provision is outstanding.

The school delivers exceptionally strong early years provision, enabling children to make remarkable rates of progress. By the end of the Reception Year, children achieve outstanding results. The school's Good Level of Development (GLD) data in 2025 significantly exceeds UK averages. Children consistently perform well above national averages across all early learning goals.

Most pupils join in pre-nursery, benefiting from two full years of the early years' curriculum. These children achieve higher outcomes than those who join later. Throughout all stages, children engage deeply, show strong levels of independence, and participate actively in their learning.

The school's Harrow values shape a clear and ambitious vision, reflecting an unwavering commitment to excellence for every child. Leaders have refined the curriculum to prioritise five key behaviours: emotional development, curiosity, motivation, cognitive development, and creativity. Teachers plan carefully across core domains and high-quality professional development ensures consistent and confident practice.

Teachers provide daily opportunities for children to develop core skills, including curiosity, independence, creativity, resilience, respect, confidence, kindness, and empathy. Children become articulate communicators as a result. Activities align closely with curriculum objectives but are led by children's interests. Children explore confidently, take risks, and follow their natural curiosity sustaining active engagement from the moment they arrive in class. They demonstrate kindness, consideration, and strong self-regulation.

A strong focus on phonics underpins secure early reading and writing skills. Teachers use storytelling, practical resources and high-quality texts to develop children's language and comprehension while fostering a love of reading. The innovative 'Super Stories' initiative empowers pupils to create their own oral stories, enhancing their confidence in speaking and listening before developing them into writing. For example, Reception Year children applied their understanding of ocean pollution to create a story about saving 'Stanley', the plastic bag, from the jaws of a shark, combining secure knowledge with creativity.

Learning environments are carefully designed, prioritising high-quality provision. These build upon project themes selected by children and teachers, inspiring children to ask questions, solve problems, and explore resources and concepts. Clear expectations support the development of fine motor skills, construction, messy play, reading, and role-play. For example, only primary colours, with white and black, are used in Reception Year painting tasks. Outdoor areas provide safe, well-equipped spaces that promote children's physical and social skills.

Teachers and support staff demonstrate strong pedagogy and effective planning. Leaders maintain robust systems for planning, tracking individual progress, and reviewing the curriculum. Assessment includes communication in home languages and in English, supporting accurate identification of EAL learners' needs. Staff also use a structured speech and language toolkit to deliver targeted intervention.

Staff build strong relationships with parents. Regular updates, detailed reports and workshops help parents understand and support their child's learning. Termly 'Expo' events showcase and celebrate achievement and strengthen community links.

Leadership in the early years is highly effective. Reflective leaders, evaluate practice rigorously, plan strategically and support staff through focused professional development. As a result, children achieve exceptionally well and are well prepared for the challenges of Year 1.

Sixth-Form Provision

The quality of **sixth-form** provision is outstanding.

Sixth-form provision is highly effective and features responsive leadership and a well-designed programme that prepares students extremely successfully for their next stages in education. The school consistently achieves strong outcomes with all students progressing to higher education. A significant proportion secure places at highly competitive universities, including Oxbridge and leading global institutions. Students achieve well across a broad academic curriculum with notable success in competitive fields such as medicine. Students' retention rates from Year 11 to Year 12 are high, with only a small number of students leaving, typically due to relocation or changes in pathway, indicating that leaders match programmes well to students' needs.

Sixth-form leaders are stable, experienced and reflective with a clear vision centred on students' achievement and personal development. Leaders use data intelligently to monitor individual rates of progress and intervene early where needed. The curriculum is ambitious and responsive, offering a wide range of subjects alongside enrichment opportunities. Careers education is highly effective. Staff provide personalised guidance, sustained levels of high-quality counselling and engage extensively with universities, former pupils and external partners to ensure that students and parents make well-informed decisions.

Students describe teaching as 'world class' with staff demonstrating strong commitment to students' success which focuses predominantly on developing independent learners. Leaders and teachers develop students' English and mathematical skills effectively by providing targeted support to those who need it and by promoting high uptake of advanced mathematics. The school delivers particularly effective English language provision for EAL learners, enabling them to gain access to the full curriculum and meet university entry requirements. Work experience and work-related learning contribute significantly to students' programmes, helping them to inform career choices and strengthen university applications.

Students' personal development, including well-being is highly effective. Students feel comfortable approaching tutors, teachers, or counsellors and benefit from multiple support routes. The school provides a well-designed tutor programme that develops students' life skills, well-being, and financial awareness. Leadership opportunities attract high numbers of applicants, reflecting strong levels of student engagement and confidence. Students demonstrate highly positive behaviour and attitudes.

Students consistently embody the Harrow values, readily nominating their peers for awards and celebrating each other's achievements. Leaders promote a strong culture of equality, ensuring

that all students have equal opportunities. The school actively celebrates diversity and the community respects and embraces differences.

The sixth form provides an exceptional all-round education, combining academic excellence with strong pastoral care, student voice, and personal development opportunities. Its inclusive, student-driven culture and commitment to well-being and values create a highly positive and supportive learning environment.

Compliance with regulatory requirements

Harrow International School, Bangkok meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5(b)(vi). Harrow International School, Bangkok encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race; religion or belief; marriage and civil partnership; sex and sexual orientation, as set out in the Equality Act 2010.

What the school could do to improve further

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

While the school offers a rich and varied programme of co-curricular activities, there is a clear opportunity to further strengthen this area through the comprehensive strategic review that the school has initiated. To ensure the programme matches the very high 'world-class' standard of the school's academic and pastoral provision, leaders should ensure that the educational impact of the co-curricular programme is clearly defined, closely linked to the school's core values, and fully aligned with its overarching vision. Through these developments, the wider curriculum will support pupils even more effectively in becoming well-rounded individuals who develop a broad range of qualities and can pursue their interests to a high level.

Summary of inspection judgements

The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			

Leadership and management

Overall effectiveness of leadership and management	X			

School Details

Name of school	Harrow International School, Bangkok
Type of school	Private, selective.
Date school opened	1998. Current site 2003
Age range of pupils	18 months to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,845
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	From 256,500 to 1,037,100 THB
Annual fees (boarders)	Weekly 445,600 Full 557,200 THB
Address of school	No 45 Soi Kosumruamchai 14 Kosumruamchai Road, Don Mueang, Bangkok 10210, Thailand
Telephone number	+66 2 503 7222
Email address	hmpa@harrowschool.ac.th enquiry@harrowschool.ac.th
Headteacher	Mr James Murphy O'Connor
Proprietor	Asia International Schools Limited

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

Knowledge and Human Development Authority (KHDA) – Private schools in Dubai are required by the to be inspected. A joint KHDA/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 His 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 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

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.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims 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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