Rugby School Thailand

British Schools Overseas Inspection Report

Inspection Dates: 10 to 13 November 2025

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Age Group: 2 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. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs 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 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 quality of provision 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

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Rugby School Thailand is a selective, privately owned, co-educational boarding school catering for pupils from two to 18 years of age. It has both day and boarding pupils. The school opened in 2017. Its campus covers 80 acres and contains a variety of specialist resources. It is situated in Chonburi, near Pattaya, Thailand.

The school is large and organised into three phases: pre-prep (preparatory) for children aged two to seven years; prep for pupils aged seven to 12 years; and senior for pupils aged 13 to 18 years. Currently, there are 1,145 pupils on roll with 295 children in pre-prep, 500 pupils in prep and 350 in senior, including 110 students in the sixth form. There are 163 boarders. The number of pupils is increasing and there is a waiting list for admission into several year groups.

There are 47 different nationalities at the school. Thai pupils make up the largest group, followed by pupils from China, the UK, other European countries, and Korea respectively.

Prior to admission, pupils are tested on their literacy, numeracy, and reasoning skills. Most pupils do not have English as their first language and 147 pupils receive support to improve their skills in English. Around 51 pupils benefit from support for a variety of special educational needs and/or disabilities (SEND).

In the pre-prep phase children follow the early years foundation stage (EYFS) and the English national curriculum for England (NCfE). In the prep and senior phases, pupils also follow the NCfE. In Year 11, pupils take IGCSE examinations, and in the sixth form students take AS and A levels. Almost all students progress to study at university. The curriculum meets the requirements of the Thai Ministry of Education.

The senior leadership team is stable and there are 369 staff employed in the school. Staff turnover is low.

The school's vision is: 'To be a world class leader in day and boarding provision'. In 2025, the school was a finalist in the 'British International School of the Year' award.

Summary of the evidence base used by the inspection team

Inspectors visited 70 lessons, of which 18 were observed with a member of the school's leadership team. They carried out six learning walks and attended 53 meetings. Inspectors met with pupils, parents, governors, and staff. They examined pupils' work, school policies and reviewed the school's arrangements for keeping pupils safe. They reviewed the school's self-evaluation documents and development plans and carried out a tour of the school

grounds and accommodation. They examined the most recent pupil, parent, and staff surveys.

Evaluation of the school

Rugby School Thailand is an outstanding school and provides an outstanding quality of education for pupils from two 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. Pupils from all starting points make very good rates of progress in English, including those identified with additional learning needs.

By the end of the pre-prep phase, almost all children, including those with SEND and those with English as an additional language (EAL), make good rates of progress to achieve outcomes in reading and writing which are significantly above standards in England.

Progress through the prep phase accelerates and almost all pupils, including those with EAL, attain at high levels by the time they enter the senior phase. In a Year 7 lesson, pupils composed exciting poems based on household appliances, using a plethora of literary devices, including similes, personification, and repetition. A notable example of this was inspired by a toaster and started 'Down, down, down, into the fiery hole of hell…goes the holy toast'.

In 2025, three quarters of pupils taking the IGCSE English additional language achieved an A* and just over half of pupils achieved an A* in English literature, both results being well above international averages. Progress of all pupils is rapid. Over the past three years, language and literature results have continued to improve as a result of teachers' focused interventions and the introduction of a new standardised reading system and the development of Rugby's writing programme.

Results in the sixth form are high. In the current year's A-level English literature examination, 29% of students achieved A* which is significantly above the international average of 5%; results have continued to rise over the last three years. In a Year 13 A-level English literature lesson, students demonstrated analytical skills to provide an extremely mature and insightful interpretation of Hamlet, by considering the historical and religious context in Shakespearian times

Attainment and progress in mathematics are outstanding. Most children join the early years able to recite numbers up to five, and a few can recite numbers up to 10 in their home language. As a result of continuous-provision activities that use practical resources, pupils of all abilities make rapid rates of progress. They develop one-to-one correspondence skills, recognise simple two-dimensional shapes, and learn how to measure. In a Reception Year class, children successfully extended a measuring task by comparing the length of two toy animals in standard and non-standard units. By the end of pre-prep, pupils demonstrate a very good understanding of place value and have good recall of multiplication and division facts and use this to solve problems.

In the prep phase, pupils make rapid rates of progress through well-structured lessons that emphasise mathematical vocabulary and the application of key concepts. They develop fast recall of number facts and formulae. From Year 5 onwards, specialist teaching accelerates pupils' rates of progress as they work in similar-ability groups. In a Year 6 mathematics lesson, pupils solved problems based on their prior learning and provided reasoned responses. With the teaching pace and the level of challenge remaining high, the pupils thrived in this class.

Many pupils in the higher-ability groups achieve above age-expected levels of mathematical knowledge and skills. Consequently, by the end of the prep phase, almost all pupils reach standards that exceed international averages. Pupils with EAL also make excellent progress, from lower points, through targeted strategies, including the pre-teaching of key vocabulary. Across all phases, pupils from different groups achieve at similarly high levels, with no significant differences in their levels of attainment.

Across the senior school, pupils continue to make excellent progress. In IGCSE examinations, almost all pupils achieve results well above England and international averages. Pupils achieve more than one grade higher than similar pupils internationally indicating substantial rates of progress. Teachers' excellent subject knowledge ensures that lessons are well planned. Pupils frequently analyse examination questions in depth to identify and avoid common errors, leading to high levels of higher-grade attainment.

Sixth-form attainment is very high. In 2025, A-level results were extremely high, with 48% of pupils achieving A* and almost 60% achieving A* to A, well above international averages. Students consistently exceed targets set and the amount of progress made by pupils in 2025 placed the school in the top 7% of all international schools. Results have been consistently improving over the previous three years.

Attainment and progress in science are outstanding. As pupils progress through the school, they develop deep scientific understanding, curiosity and enquiry skills that enable them to apply knowledge confidently in both practical and theoretical contexts.

Many children enter the school with scientific knowledge and skills lower than typical for their age. In the pre-prep phase, exploration through play forms a foundation for scientific learning; as a result children investigate textures, materials, describing observations using emerging scientific language. Pupils can explain why objects move or how different surfaces affect speed, showing developing scientific thinking and communication. By the end of the phase, all children achieve expected levels, with a growing proportion exceeding them.

Through the prep phase, pupils make rapid rates of progress from varied starting points. By the end of this phase, their levels of attainment are well above expectations. Investigations, such as exploring different types of joints in biology or reversible changes in chemistry, reveal pupils' confidence in using precise scientific vocabulary and reasoning. Teachers' questioning is probing and purposeful, helping pupils connect cause and effect. Where EAL learners and pupils with other additional needs initially find scientific terminology challenging, targeted vocabulary instruction ensures that gaps close quickly. Pupils entering the senior phase show secure understanding of all key concepts and readiness for senior-level science.

In the senior school, attainment remains high. Pupils enter the phase with strong foundations in scientific understanding and skills and progress rapidly through each year. At IGCSE, outcomes are well above England averages with 83% of biology and chemistry grades at A* to A. Pupils on average achieve almost half a grade higher than similar pupils internationally.

At A level, students make rapid rates of progress and attain very well. Value-added scores remain exceptional with, for example, students on average achieving almost one higher grade in physics compared to similar students internationally. Results place the school in the top 7% of international schools. Students with EAL and SEND make strong rates of progress through consistent scaffolding, visual support and deliberate vocabulary teaching.

Pupils make very good rates of progress in a range of other subjects. In the pre-prep and prep phases, pupils of all abilities enjoy learning about many different topics. In a Year 6 music lesson, pupils learnt how to successfully perform songs in a musical production, understanding the importance of singing in tune, keeping time and the role of the stage prompter. By the end of the prep phase, pupils' attainment is at or above international standards in sport, the arts, and humanities.

Pupils continue to make very good progress in the senior phase. By the end of Year 11, the standards reached by pupils in many subjects is substantially above similar pupils internationally. In 2025, 52% of IGCSE grades were A* or A, well above the England average. Whist there is some variability in levels of attainment between pupils with additional needs compared to those without additional needs, almost all pupils make very good rates of progress.

In the sixth form, students make very good rates of progress. A level results are substantially above international averages with many students often exceeding their predicted grades. On average, students achieve half an A level grade higher than similar students internationally. There are no significant differences in the levels of attainment between different groups of students.

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 and assessment is outstanding (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 quality of the provision for boarding is outstanding (see Part 9 below).

As a result of this inspection, undertaken during November 2025, 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.

The curriculum is well planned. It is closely aligned with the EYFS and the NCfE, adapted effectively for the Thai context, and further enriched through a wide range of co-curricular activities. Teachers focus strongly on developing the Rugby School Learner Profile, nurturing characteristics such as resilience, reflection, versatility, global mindedness, communication, and collaboration. The curriculum weaves these skills through a holistic approach and integrates them seamlessly with academic subjects.

Curriculum plans and policies encourage respect for other people, paying particular attention each of the protected characteristics except for gender reassignment in accordance with the laws of the host country.

Teachers use comprehensive schemes of work to translate the curriculum into detailed lesson plans, leading to high levels of pupils' achievement. Across the school, specialist teachers deliver lessons in languages, art, music, drama, design and technology, and a wide range of sports, giving pupils a broad-based education. The secondary curriculum offers pupils diverse IGCSE courses that build a strong foundation for further studies. Sixth-form students choose from an increasingly wide range of subjects that match their interests and ambitions, preparing them well for university around the world.

Teachers provide excellent support for pupils with additional learning needs. They use high-quality assessment information effectively to identify pupils with SEND and those needing additional language support. The school actively promotes translanguaging in learning, enabling bilingual and multilingual pupils to gain access to the curriculum more deeply while developing their critical thinking skills and cognitive flexibility. Specialist SEND teachers plan targeted support carefully, adapting tasks and activities to help pupils succeed. Staff maintain close communication with parents of identified pupils so that they can support their child's learning at home.

Through the high learning potential (HLP) programme, the school identifies and extends pupils' advanced learning and higher order thinking skills through a wide range of activities and enrichment opportunities. The senior school's 'supra- curricular programme', including the extended project qualifications (EPQ), academic competitions, and numerous academic and personal workshops, develops pupils' intellectual curiosity and readiness for life beyond

school. Inspectors met a number of A-level pupils who demonstrated exemplary independence, critical analysis skills, and high-level metacognitive skills in preparation for university through their high quality EPQs.

The school implements a well-planned careers education programme across the prep and senior schools. Teachers and career advisors support pupils and parents through workshops and events that encourage pupils' self-reflection on ambitions and talents. Pupils visit universities and explore a wide range of courses and career options. Teachers provide expert guidance for university applications, resulting in all pupils securing places at their first-choice universities at the end of the final academic year.

Britishness is evident throughout the curriculum. The school actively promotes British values through leadership opportunities such as the students' council elections and the selection of head boy and head girl. Pupils study British artists, sculptors and authors, giving them a deeper understanding of Britain. The history curriculum explores Britain's role in colonialism in Africa, Asia, and the Caribbean, helping pupils consider the global impact of English as a dominant language. During the inspection week, inspectors observed a solemn and heartfelt Remembrance Day assembly. Pupils demonstrate broad global perspectives and demonstrate a respect for individual differences, valuing universal principles of fairness and empathy. The school maintains strong links with Rugby School in the UK, reflected in its year group names and reinforced by the annual Year 9 trip to the UK.

The personal, social, health and economic (PSHE) curriculum, embedded within the 'Whole Me' programme, provides clear progression through age-appropriate and contextual themes. Teachers place a strong emphasis on inclusion, diversity, cyber safety, and tackling harmful attitudes. The relationships, sex and health education (RSHE) written programme promotes healthy relationships, well-being, and global citizenship. Pupils report that it helps them manage and resolve conflicts both in and outside school.

A rich extra-curricular programme further enhances the curriculum, offering pupils opportunities to develop personal interests and skills that contribute positively to their personal development, confidence, and well-being. Pupils have opportunities to explore and develop both academic and personal skills, including the most popular clubs such as robotics and baking. Interventions are also planned for pupils who require additional support in academic subjects. A vast majority of pupils attend these sessions and appreciate the variety of choices and the opportunities to influence these.

Pupils celebrate a wide range of events and special days, such as Odd Socks Day and cultural festivals that reflect the diversity of the school's community. They raise and donate funds to numerous local charities through the Make A Difference (MAD) initiative, ensuring that the local community is well supported.

Teachers make extensive use of the local community to enhance the curriculum. Trips to local Buddhist temples and mindfulness centres, residential trips to Nong Nooch Tropical Gardens enable pupils to explore pottery, science and Muay Thai and to investigate coastal areas and to obtain a snorkelling qualification. Senior pupils enjoy internships at local law firms and hospitals.

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

Teachers demonstrate strong subject knowledge and a deep understanding of how pupils learn. They plan lessons meticulously, drawing on pupils' prior knowledge, the curriculum, and pupils' interests to promote deeper learning. This is particularly evident in the prep and senior schools. In the early years, teachers do not consistently provide opportunities for children to engage in high quality interactions or think deeply about what they are learning.

Teachers set a demanding pace in lessons and maintain high expectations for both behaviour and learning. As a result, pupils remain engaged and make rapid rates of progress. In almost all lessons, pupils demonstrate high levels of motivation. They show exemplary behaviour and well-developed learning habits. They approach learning with confidence, self-motivation, and a willingness to ask questions that clarify their thinking. In every phase, the school offers high-quality guidance and opportunities for pupils to explore subjects about which they are passionate, fostering a strong love of learning.

Teachers integrate critical thinking into almost every lesson, encouraging pupils to take risks and develop reasoning skills. In a Year 10 English lesson, pupils analysed a passage from 'A Streetcar Named Desire' and explored how the use of the 'plosive p' sound reinforces angry responses to racial slurs. This analysis prompted deeper engagement and enabled pupils to draw on their own personal experiences when interpreting the text.

Teachers' high expectations consistently challenge pupils to participate fully in lessons. This approach benefits all pupils, including the most able and those with SEND who make strong rates of progress throughout the school. Following the development of the school's new EAL strategy, most pupils make excellent progress in their language-acquisition skills. The focus on translanguaging celebrates bilingualism, and well-planned intensive support sessions ensure that all pupils can gain access to the curriculum. Teachers plan and regularly review the support for pupils with SEND to ensure consistent rates of progress.

In almost all lessons, teachers use high-quality questioning, balancing open and closed questions to maintain pace and promote meaningful thinking time. In a Year 10 chemistry lesson, the teacher extended pupils' understanding of electron transfer to ionic bonding through structured, sequential questioning that strengthened both scientific reasoning and language use. Teachers across the school use digital technology extensively to support

teaching and learning in all subjects. Pupils confidently use these tools for research, homework, collaboration, and sharing their learning.

Teachers accurately assess pupils' attainment and, along with external data, track individual progress. They use assessment information effectively to plan lessons that meet the needs of all pupils. In almost all lessons, teachers use high-quality assessment techniques to check understanding and correct misconceptions immediately. Feedback strategies, including self- and peer-assessment and written feedback, enable pupils to revisit their learning, close gaps, and sustain strong rates of progress. In a Year 11 EAL lesson, high-quality, comprehensive feedback directed pupils' attention to language and grammar specific actions while supporting them to express their own voice.

Teachers administer several formal assessment points throughout the year to measure pupils' attainment and progress. The school increasingly adopts standardised assessments, mostly from the UK. Staff analyse data at the individual pupil, group and whole phase level and examine trends in group attainment and progress. In the senior school, a strong emphasis on self-assessment helps pupils reflect on their learning, plan their next steps, and celebrate their achievements.

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

The standards relating to the spiritual, moral, social and cultural 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.

Pupils of all ages show empathy, self-awareness, and respect for others, nurtured through high-quality teaching and authentic relationships. From nursery to the sixth form, pupils understand that their learning involves academic progress, contributing to their community, having a clear sense of right and wrong and welcoming new cultural ideas and traditions.

Behaviour and attitudes to learning are exemplary. Pupils conduct themselves with maturity, creating a calm and respectful atmosphere. Across phases, interactions are warm and purposeful. In pre-prep, children help each other to tidy up, share toys or comfort a friend. In the senior phase, pupils' debate and reason thoughtfully, listening attentively to opposing views before expressing their own. The code of conduct, which includes respect, integrity, service and teamwork (BE RST), is not merely displayed, it is evident in action. Teachers consistently model these qualities, reinforcing the school's inclusive culture that parents frequently describe as 'kind and fair'.

Pupils' confidence and self-esteem are carefully built from the earliest stages. Pre-prep children delight in small leadership roles such as 'line leader' or 'light monitor', gaining early experiences of responsibility. As they progress through the school, pupils take on more substantial leadership roles through house captainships, the students' council, service projects and peer mentoring.

Reflection is woven into daily learning. Reception Year children who collaborated on an imaginative story explained that working together is fun, while senior pupils explored resilience and empathy during 'Whole Me' lessons, linking moral reasoning to personal experience. These opportunities help pupils to recognise how their words and actions influence others.

Moral and spiritual development are well established. Assemblies, tutor sessions, and PSHE lessons encourage moral reasoning, empathy and reflection. In the early years, discussions about friendship and honesty embed children's understanding of right and wrong, while in the senior phase, debates on digital responsibility, global inequality and ethics in science deepen pupils' awareness of complex moral issues. Restorative approaches to behaviour enable pupils to reflect on the impact of their actions and to take responsibility in constructive ways.

Social and cultural awareness are constantly displayed throughout the school. Pupils from more than 40 nationalities work and play together harmoniously, celebrating both shared and individual identity. Events such as International Day, Show Racism the Red Card and Empathy Week highlight inclusivity and global understanding. In lessons, pupils learn about Thai traditions, British customs and the festivals of the many cultures represented in the school. They speak with confidence about how diversity enriches their experiences and strengthens the community.

Understanding of public institutions and civic life is developed effectively through humanities and PSHE. Pupils learn about British democracy, the rule of law, and compare this with Thai civic systems, embedding informed respect for both. Younger pupils engage in democratic decision-making through classroom voting, while older students analyse rights, freedoms and global citizenship. The promotion of the British values of democracy, individual liberty, rule of law, mutual respect and tolerance is seamlessly interwoven throughout the curriculum and school culture.

Respect for the protected characteristics of age, disability, gender reassignment, religion or belief, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation is explicit in school life. Through PSHE, assemblies and the 'Whole Me' programme, pupils explore diversity, equality and inclusion in age-appropriate ways. Staff model inclusive language and behaviours, creating a climate where all feel safe to express

themselves. Pupils describe their school as a place where everyone belongs, an observation borne out in daily practice.

The quality and impact of SMSC provision is exceptional. Pupils are thoughtful, principled, and globally aware. They show genuine appreciation of different faiths, traditions and viewpoints while maintaining a strong sense of personal integrity. The integration of British values within an international and Thai context is exemplary, preparing pupils to be compassionate, reflective and responsible global citizens.

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

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

The care of pupils is exceptional. Pupils benefit from a superbly planned induction programme when joining the school, providing them with access to their tutor, the head of the school and tours of the campus. Boarding pupils have a special induction offered the evening before they start school to acquaint them with their new surroundings and fellow boarders. Great care is taken by tutors and house parents to explain whom pupils can talk to if they have a concern about themselves or others. In the boarding house, details of how to contact the independent listener is displayed for reference, if needed.

The school has robust procedures in place that meet all the regulatory requirements for child protection and the safeguarding of the children in its care. As well as the annual safeguarding training for all members of staff, the school ensures that it provides job specific training relevant for boarding staff. Arrangements exceed the expectations set out in the UK.

The structure for the designated safeguarding lead (DSL) encompasses all phases of the school. Safeguarding is given the highest priority by staff. Teaching and non-teaching staff are DSLs including the school's matron. Pupils have easy access to a wide range of individuals who have been trained to an advanced level in safeguarding, including boarding staff. Safeguarding is a central theme in meetings, ensuring early concerns and actions needed are shared and taken with all staff.
Parents are aware of the school's safeguarding procedures and know who the DSLs are in the school. They believe that pupils are safe in school.

Pupils know how to keep themselves and others safe, including when online. When asked, pupils can list several staff that they would approach if they had a concern. The counsellor plays a key role in meetings to ensure a timely, proactive approach to offering help where needed. This means that pupils succeed in maintaining positive friendships almost all the time. Pupils who face difficulties are supported very effectively.

The school's health and safety policy along with supporting policies such as the fire safety policy and protocols are shared with the school's community. A wide range of risk assessments is available to cover all hazards that the school is likely to encounter with relevant actions to minimise risk. For example, the installation of an audible lightening warning system that alerts all members of the school to take shelter inside the building during severe storms.

Each school phase has access to its own dedicated health centre staffed by a qualified nurse. This ensures proximity to first aid treatment as well as strengthening links between the pupils and nursing staff. The boarding house has a medical station where care is available day and night for all boarders and house staff.

Whole school values are clearly reinforced in the caring approach, promoting positive behaviour and preventing bullying. 'Being kind' forms a core thread running through various policies, including behaviour and anti-bullying. Pupils are reminded of 'being kind' in their code of conduct, 'BE RST', including being a buddy to a fellow pupil. Instances of bullying are rare and when they occur, they are dealt with quickly.

Pupils' attendance for the last academic year is 95% which is higher than the rate in the UK of 92.8%.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school benefits from an experienced human resources team that ensures that rigorous background checks are fully completed for all staff appointed in the school, including a wide range of specialist staff from external contractors, including sports coaches and minibus drivers.

The school has a rigorous recruitment process which meets all the regulatory requirements. This process includes the checking of the identity of prospective staff, their medical fitness, professional qualifications, police checks and character references from their previous employer. Hard copies of documents are also retained in separate employee personal files. References for prospective employees are verified by an additional telephone call to confirm identity and the validity of written references.

All checks are carefully recorded on a comprehensive single central record which contains helpful additional information, such as training and review dates. Records are carefully collated and maintained for work permit applications, ensuring that responses to confirm employment status are received in a timely manner. Monitoring checks are rigorously

completed by all school leaders, including the principal, to ensure that the records are accurate and up to date for any new appointments in the school.

A wide range of school leaders, including governors and specialist staff involved in the appointment of new staff, have completed safer recruitment training. There is always a suitable trained member of staff on recruitment panels.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The campus is spread over 80 acres and contains several purpose-built facilities, which are maintained to a very high standard. Pupils enjoy a wealth of learning resources available to them and appreciate how the physical environment supports them in both reaching high academic standards and developing socially.

The campus provides a safe environment for pupils, staff, and visitors. Entry and exit to the site are restricted. All adults wear lanyards for identification. Staff monitor the campus constantly and manage traffic flows onto and off the site.

There are several specialist resources, including numerous sports pitches, tennis courts, four swimming pools, two indoor gyms and a fitness centre. A science centre, recording studio, specialist rooms for design technology and art and a lake for sailing ensure that pupils can participate fully in all areas of the curriculum.

The outdoor education centre broadens pupils' learning experiences. Pupils participate in archery, and a high rope course with a zip wire is designed to build pupils' team working skills. The eco-garden increases pupils' awareness of the natural world and sustainability

Classrooms and laboratories are suitable in size for the number of pupils in each group. Furniture is in a very good state of repair and walls display pupils' work and clear guidance on learning. Air conditioning is present in all classrooms and the acoustics and lighting are good. Corridors are spacious, facilitating the smooth movement of pupils to and from lessons.

Children in the pre-prep phase have access to specially designed outdoor spaces in addition to their classrooms. These outdoor spaces are covered and are used by teachers to deliver the curriculum. These spaces help to develop the children's gross motor skills. Sixth-form students benefit from a dedicated centre for studying

Pupils have appropriate toilet and washing facilities. Changing facilities including showers for pupils are available. Adult facilities are separate. Clearly marked drinking water is available in

all school buildings. Three medical rooms, with five qualified nurses, provide first aid and short-term care for any pupils who feel sick or are injured. These rooms have separate toilet and washing facilities. Several other staff are trained in providing pupils with first aid.

The boarding accommodation consists of three boarding houses. It provides high quality accommodation for 163 boarders. The houses are located within the secure grounds of the campus and are easily accessible from other school buildings. Each house has restricted entry and exits. There are separate rooms and apartments for staff.

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

The school meets the requirements of this standard.

Staff demonstrate high levels of transparency, responsiveness and partnership with parents and carers. The school's approach to communication reflects its ethos of openness, accessibility and collaboration, ensuring that families are well informed and engaged in their children's education.

Communication with parents is clear and frequent across all phases. Parents describe the school as open and approachable, highlighting the quality of dialogue with teachers and leaders. In pre-prep, families particularly value the daily contact and accessibility of staff, noting that teachers know their children so well and always make time for them. Regular communication is maintained through a wide range of channels, including the school's portal, newsletters, town-hall meetings, coffee mornings and the parents' association. This variety ensures that all parents, including those with demanding schedules, can stay informed about school life and their child's progress.

Information provided to parents is accurate, detailed, and timely. Reports on attainment and progress are produced termly providing clear guidance on each pupil's next steps in learning. Parents confirm that feedback is constructive and easy to understand, enabling them to support learning effectively at home. Curriculum guides, termly letters and regular updates on events and co-curricular opportunities ensure that families remain well connected with the school's priorities and values.

The school's website contains all the required information, including statutory policies, curriculum details, safeguarding and complaints procedures, boarding provision, inspection reports, governance information and contact details. The site is regularly reviewed to ensure accessibility and relevance for current and prospective families.

Parents are highly positive about the quality of communication and the responsiveness of staff. Parental views expressed through meetings and surveys align closely with inspection findings. Parents appreciate the school's strong focus on academic progress, well-being and enrichment, and the way leaders act upon feedback. Many cited improvements in catering, the introduction of shaded walkways and flexibility regarding uniforms as evidence that the school listens and responds to feedback.

The parents' association plays an active role in supporting communication, charity events and cultural celebrations. Regular town-hall meetings, along with monthly catch-up coffee mornings with senior leaders provide further opportunities for two-way dialogue that helps to sustain trust between home and school.

Parents and carers feel informed, heard and valued as partners in their children's education, confirming the school's commitment to genuine collaboration and continual improvement.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The parental complaints policy is available on the school's website. It is up to date. The policy provides clear guidelines for handling complaints including any complaints concerning the arrangements for boarding. The policy aims to deal with complaints sympathetically and to resolve complaints quickly. It explains the nature of a complaint and sets out a staged process for dealing with complaints.

An initial complaint is responded to on an informal basis by a member of staff. If a successful resolution is not achieved a complaint moves to a formal stage, including an investigation. If parents are dissatisfied with the outcome, they can request a review panel and hearing. This consists of three people including members of the governing body who were not involved in the matters identified in the complaint. These individuals include governors and one person who is independent of the school's management. Parents are entitled to attend and can be accompanied at such hearings. The school shares all written evidence and outcomes with the parents concerned.

The school maintains a written log of each complaint securely and confidentially. There have been no formal complaints over the previous 12 months.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding. Leadership fulfils its responsibilities in ensuring that the BSO standards are met.

School leaders are highly experienced and deeply committed to the values and mission of the school. Their work impacts on all areas of school life in a highly positive way. Leaders are highly successful because they secure outstanding levels of provision that results in outstanding outcomes.

Leaders articulate a clear vision for the school as a world class leader in day and boarding provision. This vision is shared with members of the school community and serves to enthuse staff, pupils, boarders and parents. All members of the school community enjoy being part of the school and are determined to continue to achieve the highest possible standards. They appreciate the vital role school leaders play in creating a school that enable all pupils to achieve considerable academic success and to become very productive members of society.

Governors are experienced and proactive in their approach to the school. They are enthusiastic about all areas of school operations and excited about building upon the considerable success of the school. They ensure that the school operates legally and monitor the quantity and quality of resources. Governors know the school very well and have a detailed and accurate understanding of the school's strengths and areas for development.

Governors have a deep understanding of strategic leadership and use this understanding to set a key direction and priorities for school improvement. They have created several committees that monitor, evaluate all key aspects of the school's performance and oversee the impact of change and development. For example, a governor accompanies the principal to monthly parents' coffee morning; another meets with the principal on a weekly basis. Feedback from the parent coffee mornings led to changes to the drop off and pick up arrangements for pupils.

Procedures for monitoring and evaluating the work of the school are well established. Self-evaluation takes place regularly and takes into account key aspects of the school's operations at all levels. The evidence accumulated forms the basis of the school's development plans. These plans identify clear, relevant and achievable priorities for development that all staff are committed to.

A full staff appraisal system is in place. Governors meet regularly with the principal to review progress towards strategic and operational priorities. Senior and middle leaders appraise their team members and team leaders regularly carry out lesson observations in a supportive climate. Assessment of staff performance at all levels is combined with opportunities for development and improvement. Trained coaches deliver a highly effective coaching and mentoring programme. Staff express high levels of satisfaction with this approach, enjoying the fact that their individual needs are consistently met. Staff regularly share best practice and many are keen members of subject networks across the region. As a result, the quality of teaching is outstanding.

All staff receive annual training on keeping pupils safe in education. They recognise the importance of risk assessing activities and are kept up to date on health and safety regulations. Boarding staff receive training on keeping boarders safe and managing boarding provision at weekends.

The school systematically canvasses the views of pupils, boarders, parents and staff on a regular basis. Almost all staff are proud of the school and enjoy working there. They feel well supported by school leaders and believe that the school is led and managed effectively. Staff feel that school leaders succeed in creating a climate of cooperation and collaboration. They believe they are treated fairly and with respect and feel leaders care about their well-being. Overall staff feel well trained and well supported. Several staff are taking professional qualifications such as National Professional Qualifications and the Post Graduate Certificate in Education recognised in the UK.

Pupils enjoy coming to school. They feel safe and supported with their studies. Pupils enjoy their lessons and have excellent relationships with staff. They appreciate the high-quality facilities available to them and are every keen to take part in a wide range of learning and extra-curricular activities.

Parents are strongly positive of the school's leadership. They find leaders at all levels highly approachable and very knowledgeable of the curriculum and the achievements of individual pupils. Parents believe that pupils are safe at school and well cared for. Their concerns are quickly dealt with and they believe the school is led very effectively by leaders determined to help all pupils achieve all that they can.

Part 9. Minimum standards for boarding.

The quality of the school's provision for boarding is outstanding.

The three boarding houses offer a welcoming, safe, and secure environment for the boarders. Boarding staff, led by the director for boarding, provide an excellent level care and ensuring high quality provision for all pupils.

Safeguarding, as with the rest of the school, forms an integral layer of protection in the houses. As a minimum all staff are trained to at least level 1 and some trained to level 2 in safeguarding. Both house parents have a DSL role and are trained to an advanced level. Boarders are taught how to keep safe as part of their studies. The key messages from these lessons are consistently reinforced by boarding staff.

All health and safety procedures are in place including fire drills, evacuation procedures and arrangements for boarders going off site. All electrical equipment is regularly tested. A qualified nurse is available 24 hours a day for the care of pupils in a well-equipped medical

facility. Registration of boarders takes place daily. Boarders' emotional well-being is monitored closely by boarding staff who make sure that all boarders feel safe, happy and part of the boarding community. Boarders find house parents approachable and accessible. The matron is available to talk to on a 24-hour basis.

Each house accommodates separately senior girls, senior boys, and prep boys and girls. There are a mixture of room plans with dormitories for younger pupils and ensuite single rooms for the sixth-form students. A multi-purpose social area provides a flexible space for town-hall style meetings, registration times and social gatherings. All the houses are equipped with a kitchen area for making snacks, indoor games tables and electronic consoles. At weekend boarders still eat in the dining hall but can use the kitchens supervised by staff. A boarders' food committee meets with staff to decide weekly menus.

There are extensive floodlit sports areas immediately outside each house and these are available for all boarders to use for sports practice and leisure time out of school.
There is a full programme of weekend activities in place as part of 'Sunday Fundays'. These include sporting activities excursions, shopping trips and events such as pizza making and wakeboarding. House parents appreciate feedback from boarders and listen carefully to requests, and, as a result, they recently instigated a paint ball competition.

Leadership of boarding has a highly positive impact on the quality of provision and the outcomes for the boarders. Leaders know the boarders very well and monitor the quality of provision and outcomes closely. Boarders make more academic progress when compared to non-boarders. There are prefects in boarding and pupils who act as 'buddies' to new boarders. There is a very successful and embedded induction programme in place that ensures that new boarders settle into boarding life very quickly. Prefects have daily duties and a boarding committee gives a strong voice to boarders concerning how the boarding provision is run.

When asked if they would recommend boarding to a friend, all pupils answered unanimously that they would. Pupils talk of a 'boarding house spirit' which permeates their life as boarders. Pupils are very happy to be part of the boarding provision.

EYFS provision

Early years provision is good. In the early years children make good rates of progress in all the early learning goals. The EYFS offers a calm and nurturing start to school life where routines, relationships and the environment promote independence and confidence.

Leaders demonstrate a sound understanding of early childhood development and a shared commitment to improvement. Across the team there is a strong sense of pride and shared purpose, with staff speaking warmly about 'our children' and what they can now do. The EYFS

and pre-prep leads collaborate effectively, ensuring continuity of expectations and a smooth transition for children into year 1.

The environment is safe, well organised and inviting, enabling children to explore independently while benefiting from sensitive adult guidance. Children find the learning resources interesting and enjoy learning together. Partnerships with parents are positive; families describe staff as approachable and caring, valuing open communication and the practical workshops that help them support learning at home.

Teaching is nurturing and inclusive, with adults modelling curiosity and clear expectations. Learning is often playful. In one lesson, children pretended to be bus drivers calling 'next stop please', while others explored noodles and water, describing textures as 'soft' and 'slippery'. In another lesson, children counted fruit pieces accurately at snack time and compared who had 'more' or 'less', showing growing fluency in using mathematical vocabulary. 'Whole Me' lessons, such as 'Barry the 10-Fingered Fish', reinforced kindness and consideration towards others. Whilst teaching is often adaptive, some interactions do not yet extend children's language or deepen thinking for those new to English.

Children's relationships with each other and staff are secure and respectful. Routines are well established, and behaviour is calm and purposeful. Playtimes are joyful and well supervised, and children demonstrate empathy and cooperation as they zoom across the zipwires or quietly chat. By the end of the Reception Year, the majority achieve the expected levels in early learning goals and are confident, independent learners ready for Year 1.

Post-16 provision

Sixth form provision is outstanding. Sixth-form students are housed in a purpose-built centre. This contains study rooms a relaxation area and a kitchen.

Most Year 11 pupils enter Year 12, successfully complete their courses and go on to study at university or take a gap year. Attendance in the sixth from is high with 95% of students attending regularly. Students are punctual to lessons. They are highly confident learners who enjoy their studies greatly and are determined to succeed.

All students study the school's 'supra-curricular programme' which provides a broad and balanced set of options. Students choose three or four AS and A levels from 19 subjects on offer. They also study a critical thinking course and develop their research and project management skills through the EPQ.

PSHE is provided to help students stay healthy and safe. Topics explored include relationships and consent, alcohol and drug awareness and living independently. Every

student has a mentor who helps them to prepare for university. Some students benefit from additional support in developing their English language skills.

Pastoral support is in place. It is comprehensive and supports the needs of every student very well. Each student benefits from a tutor who oversees their academic progress and well-being. There is a counsellor available and the heads of Years 12 and 13 monitor the students' social and emotional development closely and provide targeted support. As a result pupils feel well supported, can manage their learning well, know what their next steps are and know that they can turn to someone if they require help and support.

Standards of attainment are high and substantially above international standards. In 2025, 33% of all A level grades were A* and 51% of grades were either A*or A, well above standards reached in England. There is little variation in attainment between subjects or between boys and girls or between boarders and non-boarders. Students make excellent rates of progress. On average students achieve almost three quarters of a grade higher than similar students internationally. Boarders make slightly more progress than non-boarders.

A wealth of opportunities to develop students' leadership skills is provided. Students are active in being leaders in the school's house system, sports teams, and the students' council. For example, there are sixth-form prefects and a students' social events committee. Students take the lead in developing projects to support local charities. Many students train as mentors to help younger pupils with their studies

The students make a significant contribution towards the local community while developing their own enterprise skills. They raise funds for a local children's home. They organise sporting events as part of 'Operation Smile' to fund doctors in northern Thailand.

Compliance with regulatory requirements

Rugby School Thailand 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). The school encourages respect for other people, paying particular regard to the characteristics of age; disability; pregnancy and maternity; marriage and civil partnership; race; religion or belief; 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:

Adult and child interactions in the EYFS do not consistently extend children's thinking or language, meaning that some children, particularly those new to English or with emerging speech, do not always have enough opportunities to think deeply or develop high quality dialogue. The school should ensure that all practitioners use purposeful, high-quality interactions that creates a communication rich environment. As a result, children will develop stronger thinking and language skills that will prepare them for the next phase of their education.

Summary of inspection judgements

The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	*			

Leadership and management

Overall effectiveness of leadership and management	*			

Boarding provision

Overall effectiveness of boarding provision	*			

School Details

Name of school	Rugby School Thailand
Type of school	Independent selective school.
Date school opened	1997
Age range of pupils	2 to 18 years.
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,145
Number on roll (part-time pupils)	0
Annual fees (day pupils)	552,000 – 975,000 THB
Annual fees (boarders)	272,00 -471, 000THB
Address of school	7/2 Moo 2, Khao Mai Kaew, Bang Lamung, Chonburi, 20150, Thailand.
Telephone number	+66(0)38418418.
Email address	enquiries@rugbyschool.ac.th
Headteacher	Bruce Grindlay.
Proprietor	The Teepsuwan family

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

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

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of 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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