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Traill International School Bangkok

British Schools Overseas Inspection Report

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (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 British Schools Overseas (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 British Schools Overseas 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.

for inspection grades

Grade 1	**Outstanding**
Grade 2	**Good**
Grade 3	**Satisfactory**
Grade 4	**Inadequate**

Proportions used in the report

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

Information about the school

Traill International School is an independent all through comprehensive school, catering for pupils from 2 to 18 years of age. The school was founded in 1966, making it one of the first international schools to be established in Bangkok. It is situated in the eastern suburbs of the city.

There are currently 427 pupils on roll and the number of pupils is increasing. The majority of pupils live within a five-mile radius of the school. There are 23 different nationalities at the school. Thai pupils make up the largest group, constituting almost half of the school's population. A quarter of pupils come from Japan and pupils also originate from the Philippines, China, Myanmar, the UK and Europe.

The school is organised into three phases: early years, primary and secondary. In the early years, children follow the early years foundation stage (EYFS). In primary and secondary phases, the national curriculum for England (NCfE) is taught. In Year 11, pupils take IGCSE examinations, and AS and A levels and a skills-based diploma in the sixth form. The curriculum meets the requirements of the Thai Ministry of Education. Students go on to study at university.

Boarding is provided to a small minority of pupils. Many are involved in sports prgorammes.

The majority of pupils have English as an additional language (EAL). Most pupils enter the school with levels of attainment in English below that expected for their age. Twenty pupils have special educational needs and/or disabilities (SEND). Three pupils have individual education plans (IEP).

Considerable change has taken place in senior leadership roles over the previous three years. New heads of primary and secondary were appointed in 2022 and a new principal was appointed in 2023. The school has 63 teachers and staff turnover is low.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. Inspectors studied information about the school prior to arriving at the school. This information included the school's self-evaluation documents, development plans and previous reports and the results of surveys sent to staff and parents.

Inspectors visited 44 part-lessons and carried out four learning walks. Four of the lessons visited were joint observations with senior leaders. They also observed an assembly and visited a number of extra-curricular activities. There were 25 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies and strategic plans. They inspected the school's safeguarding arrangements.

Evaluation of the school

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

The school meets all of the Standards for British Schools Overseas 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 good.

Children typically join the early years phase with very little English, and they make good progress in response to the policy of using only English in lessons. Three quarters of children reach expected levels in phonics by the end of the Reception Year. Almost all can follow simple instructions. A significant influx of new pupils in Year 1 means that attainment is lower overall at that stage.

In the primary school, pupils make strong progress so that nearly two thirds exceed age-related expectations for reading. By the end of the primary phase, pupils are ambitious about expanding their range of expression, using synonyms to vary their vocabulary, and eliminating written errors systematically. They understand how English uses many words in speech, for example, to indicate courtesy.

Pupils continue to make good progress through the secondary phase and attain well. In a Year 10 EAL lesson, pupils could identify rhetorical devices in a job advertisement, such as direct address and exclamation. Pupils with SEND make good progress.

At IGCSE, roughly equal numbers take English as a first and English as a second language. Pupils have opportunities for enrichment through, for example, creative writing activities after school, or entering the Federation of British International Schools in Asia (FOBISIA) short story and poetry competitions, where there have been notable recent successes. In addition, the highly effective EAL programme enables pupils to graduate into mainstream lessons when they are ready.

In Years 12 and 13, students speak with fluency and confidence and can manipulate words such as 'ashamed' and 'delicate', identifying and using related words. IGCSE and A level results are well above England averages, although the small numbers of candidates make meaningful comparisons with international averages unreliable.

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

In the early years, primary, and key stage 3 attainment and progress are good, and in key stage 4 and the sixth form they are outstanding. Pupils with SEND make good progress from their starting points across all phases and key stages.

Children enter the Reception Year with knowledge and skills typically below age-related expectations as pupils often arrive with few skills in spoken English. They quickly grasp numbers and positional language such as 'behind' and 'next to'. By the end of the Reception Year, most children achieve mathematical outcomes in line with England averages, with some exceeding expectations. These pupils know their number bonds to 20. Both boys and girls make good rates of progress.

In key stage 1, pupils' attainment is in line with England standards by the end of this key stage. Pupils can calculate the volume of water in different containers and find the perimeter of rectilinear shapes. Attainment and progress at the end of key stage 2 are good. A higher percentage of boys achieve top grades than girls. Leaders are aware of this gap and are implementing effective strategies to narrow it.

By the end of key stage 3, pupils' attainment and progress remain good. Pupils extend their mathematical knowledge and apply these to real life problems. In key stage 4, pupils deepen their understanding of mathematical concepts and methods, their reasoning skills becoming more fluent. Pupils' attainment of A* to C grades in IGCSE exceeds England and international averages. In 2024, 79% of pupils achieved the highest grades of A* or A. There is no significant statistical disparity between boys and girls, and pupils with SEND make good levels of attainment.

In the sixth form, students excel achieving AS- and A-level outcomes significantly better than those of their international peers. The proportion achieving A* and A is outstanding. More boys than girls study mathematics.

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

Most pupils achieve standards that are above international averages. There is no significant variation in attainment and progress between different groups of pupils including boys and girls and pupils with SEND.

Most children enter the Reception Year with very little knowledge or understanding of what it means to explore and investigate the natural world. In the Reception Year, they gain a basic knowledge of the world around them, including plants and animals. Children also learn about the solar system and the life cycles of animals. They can accurately describe the physical changes at each stage of the lifecycle of the frog.

As pupils advance through the primary phase, they make good progress. By the end of Year 6, attainment is in line with standards in England. In lessons, pupils enjoy discovering scientific facts and welcome the opportunity to carry out scientific investigations. By the end of Year 4, pupils are able to classify living things accurately and understand simple electrical circuits and conductors. In a Year 6 lesson, pupils successfully learnt about the scientific idea of inheritance and understood the difference between inherited and environmental factors relating to the human body. By the end of Year 6, pupils are familiar with executing an investigation including making predictions, carrying out an experiment and recording the results accurately.

In key stage 3, pupils of all abilities make good progress, and attainment is in line with international averages. They continue to develop their scientific knowledge and carry out investigations successfully. Pupils learn about the structure and function of living organisms, atoms, elements, compounds and motion and forces. They can use a range of apparatus and materials safely when conducting laboratory work.

Most pupils' progress accelerates during key stage 4 so that by the end of Year 11 pupils' attainment is above international averages in physics and chemistry. In biology attainment is broadly in line with international standards. Pupils develop a good knowledge and understanding of the three sciences and are confident in carrying out a range of investigations.

Students in the sixth form achieve well. They make good progress, and attainment is above international averages. They are confident learners of science who enjoy hypothesising and carrying out experiments. Many students achieve A* or A grades and a number exceed their predicted targets by one grade. Many go on to study science at university.

Pupils make good progress in a range of **other subjects** across the curriculum. In the early years and the primary phase, pupils enjoy their lessons and welcome the opportunity to learn a range of subjects. In a Year 1 physical education (PE) lesson, pupils listened carefully to the teacher and developed their serving skills in badminton very well. By the end of Year 6, pupils' attainment is at or above international standards across a range of subjects. They are confident learners, achieving well in the arts, humanities and practical subjects.

Pupils continue to make good progress in the secondary phase. In a Year 7 computing lesson, pupils developed the skills of imputing codes and testing them. By the end of Year 11, the standards reached by pupils in half of their subjects are above international standards. Whilst attainment is variable, pupils, including those with SEND, make good progress.

In the sixth form, students make good progress. A-level results are above international averages and results for the vocational courses show that students often exceed the targets by one level. There are no significant differences in the levels of attainment between boys and girls.

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 good 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 good (see Part 8 below).
- The quality of provision for boarding is satisfactory (see Part 9 below).

As a result of this inspection, undertaken during March 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 school meets the requirements of its curriculum in all respects. Subject leaders ensure coherence by the highly effective management of the transition between phases and regular review to ensure it continues to meet pupils' needs. For example, the phonics course in the early years now offers a clear link between children learning sounds and forming letters as they learn to write.

The curriculum is flexible and well adapted to the specific needs of each pupil. For example, where appropriate, pupils can take IGCSE mathematics at the end of Year 10 and proceed to higher studies in Year 11. Pupils may opt to take the IGCSE English as a second language examination. The long-established Traill Diploma course offers an alternative to AS and A level, enabling students to qualify for entry to a range of universities in Thailand and elsewhere in Asia.

The curriculum meets the needs of pupils with SEND, with many of them going on to achieve high levels of success in public examinations. Similarly, pupils who graduate

from the school's highly effective programme of English as an additional language attain results broadly in line with the cohort as a whole.

The school implements an effective policy to ensure that its British character is evident. Fundamental values underpin the highly effective programme of personal, social and health education (PSHE). Special events, such as the annual International Day with national costumes, food and flags on display provide opportunities for pupils to learn about and celebrate different traditions and cultures.

Festivals such as Christmas and Easter occupy a central place in the school's calendar. Respect for individual freedom, the rule of law, tolerance and respect for all find expression in the broader curriculum and in the school's core values. This includes, for example, respect for others in circle time in the early years, and the way employment law affects how companies are run in A-level business studies. In mathematics, pupils study fair voting systems as an example of how statistics are employed in daily life.

The culture of respect for other people pays particular attention to age, disability, religion or belief, pregnancy and maternity, race, sex and sexual orientation as set out in the Equality Act of 2010. Those characteristics which Thai law precludes the school from addressing are marriage and civil partnership and gender reassignment. Art, history, literature and other elements of the curriculum are rooted in British traditions and provide opportunities to learn about many of the protected characteristics in different contexts.

The PSHE programme actively promotes positive relationships in the primary school. The schemes of work in the secondary school include suitable modules on relationships and sex education, enabling pupils to learn at appropriate ages about, for example, matters of consent and sexuality. Pupils learn about what it means to be pregnant and maternity rights for family members. They understand that many people face challenges through disabilities but that all people are entitled to be treated fairly and with respect. The school's sex and relationships policy is on the school's website. The policy is sensitive to the established morals and values of all major world religions and philosophies.

Pupils learn about race relations through a study of empire and study a range of beliefs through an examination of the world's major religions. Respect for people of all ages is continuously promoted as part of the school's core values.

The school runs a popular and diverse high-quality programme of activities. Pupils can develop their interests and take advantage of leadership opportunities in the Duke of Edinburgh's Award Scheme, for example, or athletic, academic and cultural pursuits. They further develop their skills as learners and apply these to the subjects they study during the day.

The school offers effective preparation to pupils for the next stage of their education or employment, whether in the UK or elsewhere, including a range of universities. The school makes good use of the surrounding area, enabling primary school pupils to visit a local supermarket and other services to learn about using money, and shopping wisely.

The quality of **teaching, learning and assessment** in the school is good across all phases of the school.

Teachers' subject knowledge is strong, which effectively supports pupils to make good progress. Teachers have an effective understanding of the requirements of the courses on which they are teaching to support pupils' success in public examinations. Teachers' lesson planning makes good use of the time available with the good use of resources, ranging from mini whiteboards to digital technology. In response to the school's expectations for all lessons, teachers identify effective starter activities and communicate specific learning objectives well. They employ strategies which engage and challenge pupils and encourage them to do their best. In the primary phase, they deploy teaching assistants effectively, especially to help pupils who need additional support.

Assessment processes have recently been reviewed so that there is greater consistency. Pupils are tested on entry against a range of international benchmarking criteria, which enables the school to measure progress clearly over time. The accuracy and usefulness of these measures are rigorously monitored, evaluated and reviewed.

Pupils generally have a clear understanding of how well they are doing in relation to external criteria, and teachers' marking of books also offers advice to them about the next steps that they should take to improve their work. Pupils' responses to these prompts are monitored rigorously and this process enables them to become more self-aware and reflective about their learning. English teachers, for example, use the concept of directed improvement reflection time (DIRT) to encourage pupils to devote time to thinking about how to improve their work. As they become more senior, pupils are invited to make choices about which aspects they wish to concentrate on. Pupils

often assess their own work or that of their classmates, and they receive plentiful verbal feedback in lessons.

Teachers use this information to influence their teaching so that all groups of pupils make good progress in their lessons. Assessment data indicates that all groups of pupils make good progress over time. This includes those whom the school has identified as SEND, and those who have needed support as speakers of English as an additional language. Almost all lessons offer additional tasks to pupils who finish their work early. Where tasks are open-ended, as in extended writing exercises in English, pupils have the freedom to develop their work in imaginative and creative ways. Analysis of performance of girls and boys has recently been introduced to enable a fuller understanding of how attainment can be raised further.

Pupils acquire knowledge, develop skills and broaden their understanding. They do not have consistent opportunities to practise higher order thinking skills of, for example, hypothesis and synthesis, linking their learning across the curriculum and relating it to their own experiences. Teaching sometimes makes effective use of questions to encourage pupils to think hard about their learning. For example, in science, 'what do you think will happen if…?' or, in English, a provocative short-story title, and the question, 'how does that make you feel?'

Pupils work effectively in groups and pairs, supporting each other by listening attentively and respectfully, and responding constructively to others' ideas. They help each other to learn by taking on roles, for example, in dialogue and debating tasks. From an early stage, they can work without supervision for long periods of time. This derives from their attitudes in lessons, where they are highly supportive of learning, and their behaviour, which ensures that they participate fully in lessons and waste very little time.

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 (SMSC) development of pupils is outstanding.

School leaders use the environment and curriculum to meet pupils' individual needs in a highly effective way. Pupils describe the secure, friendly, and supportive school atmosphere as creating a sense of belonging, referring to the school as "one big family".

Spiritual, moral, social, and cultural education (SMSC) enables pupils to progressively enhance their knowledge, understanding and skills. In the early years, children explore the 'wonders of the world'. By key stage 1, they learn to develop a sense of gratitude and achievement. In key stage 2, pupils learn from the five precepts of Buddhism, while secondary pupils reflect on kindness and mindfulness. By the time they reach the sixth form, students are well-prepared to contemplate the essence of their identities.

Pupils consistently demonstrate excellent behaviour across all phases, showing respect and consideration for their peers and teachers both in and out of lessons. They actively engage in lessons, adhere to routines, and interact positively during breaks. Pupils are eager to learn and work exceptionally well independently, in pairs and in small groups. They listen carefully but also challenge views constructively. For example, in a key stage 1 PSHE lesson, pupils clarified their understanding of personal safety. Leaders effectively monitor pupils' behaviour through digital systems. Timely interventions are implemented when necessary. Pupils are supported to understand the impact of their actions on others.

Pupils develop a robust moral understanding, rooted in respect for themselves and others. Beginning with the school's golden rules in early years, they progress to learning about historical and geographical values and moral obligations over time. They understand that people exhibit differences in physical appearance, beliefs and attitudes and celebrate the idea that, "it is good to be unique" and welcome diversity. Pupils appreciate the various cultural traditions represented in the school. Bullying or prejudiced behaviours are not tolerated.

Leaders prioritise pupils' emotional development. In the early years, children learn to regulate and understand their emotions through the precise language used by teachers to help them identify their feelings. In primary, displays and resources enable pupils to recognise emotions such as sadness, happiness, anger, or frustration. In secondary, the PSHE curriculum teaches pupils to express themselves and understand

concepts such as consent and discrimination, empowering them to make positive choices. Sixth-form students gain knowledge about mental health and career options, preparing them for university and enabling them to make informed decisions about their futures.

Pupils demonstrate positive attitudes towards school and their peers. Primary and secondary pupils engage in leadership opportunities, making a difference in the school and the wider community. They initiate projects such as collecting donations for flood victims in the north of the country and volunteering in local orphanages. School leaders value the contributions of the pupils' council, embracing their suggestions and ensuring that pupils feel heard by their teachers. Pupils' opinions are collected frequently through tutor group meetings, pupils' council meetings and surveys. The wide range of extra-curricular activities (ECA) ensures that all pupils can make choices and discover their strengths, whether in robotics, swimming, meditation, football or coding.

Pupils develop knowledge and appreciation of British life and culture. Fundamental British values are effectively promoted and integrated into the curriculum. Pupils learn about individual liberty by asking questions in early years, choosing their learning activities in key stage 1, and exploring discrimination in key stage 2. In the secondary phase, they explore the concept of freedom of choice and the importance of being open to different views and opinions. They understand that Britain has a monarchy and parliament with a number of competing political parties. They participate in annual Remembrance Day celebrations.

Pupils also take part in festivals such as Songkran, Chinese New Year, and International Day. Their involvement in these events enhances their knowledge and understanding of diverse countries and cultures.

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

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

There are outstanding arrangements for the welfare, health, and safety of pupils. Pupils are exceptionally well cared for. Leaders ensure that policies and procedures fully comply with UK and Thai laws. The national minimum standards for boarders are met. Leaders regularly review all policies designed to keep pupils safe and healthy,

including the safeguarding policy, and provide training that keeps staff up to date with the latest procedures, embedding the understanding that pupils' welfare and safety are collective responsibilities. Staff remain vigilant in implementing policies and maintain accurate records to ensure the safety of all pupils.

Pupils learn about how to stay safe and healthy through topics such as 'Digital Well-being,' 'Safety First,' and 'Relationships.' They take responsibility for their own safety and that of others, including online safety, and understand the importance of sharing concerns with trusted adults.

Strong relationships between adults and pupils underpin a supportive environment. Pupils settle into the school quickly. They feel well supported by staff during emotional, academic, or social difficulties, including rare instances of bullying or unkindness. The school's behaviour policy is implemented consistently. Respectful interactions among pupils are evident as they move around the school. Highly effective procedures facilitate smooth transitions between key stages, ensuring that pupils receive support throughout their educational journey. Leaders actively seek pupils' feedback on care and support through informal conversations and regular surveys.

The school's nursing team provides high-quality care, with relevant medical records securely stored digitally. Medications are kept in locked cabinets to ensure confidentiality and safety, and staff remain well informed about pupils' medical needs. Senior staff rigorously monitor daily reports of any medical incidents.

Pupils are encouraged to maintain healthy lifestyles through a variety of nutritious snack and lunch options. Staff are aware of food allergies and assist pupils in making sensible choices. Primary pupils confidently identify healthy options and explain their benefits. Additionally, pupils participate in various sporting activities throughout the day, promoting fitness and health.

To safeguard pupils' health and safety, the school conducts systematic risk assessments of the premises, fire equipment, and educational field trips. Routine fire drills equip staff and pupils with the knowledge needed for safe evacuation in emergencies. Staff are familiar with the needs of pupils with SEND, ensuring that they provide additional support as needed and particularly during lockdown or fire evacuation procedures.

The site remains secure, with staff actively monitoring the premises and verifying visitors' identities. The arrival and departure of pupils is efficiently managed. Buses are

well-maintained, equipped with first-aid kits and fire-prevention resources, and drivers undergo regular health checks to ensure their suitability. Thorough supervision of pupils, including boarders, contributes to a safe environment.

Pupils' attendance has improved over the previous three years. Leaders respond quickly and effectively to maintain this upward trend, collaborating closely with pupils and their families. Currently, attendance stands at 93.3%, slightly above the England average.

The welfare and safety of boarders are effectively promoted. Boarders express happiness at school and feel that their needs are recognised and met, appreciating the independence that they enjoy and the strong friendships that they form.

Part 4. The suitability of the proprietor and staff

The school meets meet the requirements of this standard.

The school meets the requirements of this standard through its comprehensive recruitment procedures. All staff members undergo thorough vetting and checks to verify their suitability for working with children. The school's safer recruitment policy is robust, ensuring that recruitment practices are highly effective. Comprehensive and detailed records are meticulously maintained in both digital and physical formats.

In addition to school staff, thorough checks are conducted for the proprietor, board of directors, locally recruited personnel, and outsourced staff, such as caterers and security providers. These checks are well documented and recorded in the single central register (SCR). School leaders carefully plan future staffing, ensuring that all new appointments are of the highest quality to meet the needs of pupils and align with the school's strategic development.

Before commencing employment, potential new staff undergo a thorough verification process that includes checks on identification, medical fitness, references, right to work in Thailand, and relevant police checks based on their country of origin. Each new staff member receives a comprehensive induction into the school, which includes robust safeguarding training. The school does not

engage supply staff, reinforcing its commitment to maintaining a stable and consistent workforce.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The campus is compact with plans to expand, and the space available is used carefully to provide an environment which supports pupils effectively. The facilities offer good opportunities for academic progress and for personal development. The campus straddles two roads which are monitored throughout the day to ensure that pupils are safe as they move around, and entry to the school is restricted to those whose identity is checked and approved.

Classrooms and laboratories are suitable in size for the number of pupils in each class, a maximum of 25. Appropriate resources, including digital equipment, enable the curriculum to be delivered effectively, and pupils benefit from specialist areas for information and communication technology (ICT) and art, as well as a well-used library. Children in the early years have access to outdoor space in addition to their classrooms. Sixth-form students benefit from a dedicated area for studying and socialising, in which most of their lessons also take place. The learning spaces are well maintained, and cleanliness is of a high standard. Air conditioning, acoustics and lighting are of a good standard. Pupils have excellent sports facilities, with a large, covered sports hall, football fields, and a shaded swimming pool. These provide highly effective support for PE lessons and outdoor play and enable a strong range of extra-curricular activities to flourish.

Pupils have appropriate facilities for toilets, washing and changing, which are for their sole use. Drinking water is freely available and is clearly labelled. During school hours, a medical room, with fully qualified staff, provides first aid and short-term care for any pupils who fall sick or are injured.

The boarding accommodation has been upgraded since the previous accreditation visit as part of a continuing development programme, and it provides suitable accommodation for 24 boarders and separate rooms for the resident adult staff.

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

The school meets the requirements of this standard.

Discussions with parents and the results of surveys carried out by the school and the inspection team show that parents are very satisfied with the quality of teaching and learning provided by the school. Parents confirm that pupils enjoy coming to school and parents state that the school provides a safe environment for their children.

Th school's website allows parents to be clear about the values and aims of the school, its curriculum and the support available to pupils. It provides information on a range of topics including the owners, admission arrangements, school policies, extra-curricular activities offered and pastoral support for pupils. It has the school's most recent inspection report as well as contact details. Parents find the school's website easy to use and informative.

Parents know how well their children are progressing as a result of regular and frequent communication. The parents' portal, school written reports, parents' consultation evenings, emails, social media pages and discussions with staff at the school gate serve to provide parents with the latest information on how well their children are learning. Guidance is also given on how parents can support their child's learning at home. They find staff both knowledgeable about the curriculum and the progress of individual pupils.

Parents find staff very approachable. They welcome the fact that many staff are "highly visible" around the school and can be contacted easily. They appreciate the willingness of staff to stop and talk with them, often on a daily basis.

Parents feel supported by staff and this helps them to gain a good appreciation of the curriculum. They take part in a number of workshops provided by the school covering topics such as understanding the NCfE, reports on pupils, keeping pupils safe online and supporting children in early years with learning through play.

Parents are very willing to express their views concerning their children's progress and developments in the school. Their views are frequently canvassed by school staff and they confirm that their opinions are listen to by staff at all levels, including senior

leaders. As a result of parent concerns over air quality levels, the school purchased air purifiers for all form rooms. Following a meeting with Japanese and Chinese parents, the arrangements for accompanying pupils on school trips were improved.

Parents enjoy being part of the school's parent and teacher association. Many are fully involved in organising the school's annual fair and organising other charitable events.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The concerns and complaints policy is available on the school's website and in the parents' handbook. It is current, being last reviewed in November 2024. The policy explains what a concern or complaint is and sets out the principles for carrying out an investigation. The complaints procedure follows a staged process beginning with an initial concern expressed by a parent or member of staff which, wherever possible, is dealt with on an informal basis. Should the complaint not be resolved at the informal stage, it moves to a formal stage where senior leaders become involved. Should a resolution not be found at this stage, the school constitutes a review panel of three people, one being an independent third party. The panel appoints a chairperson, takes evidence from all concerned and holds a review meeting before making its decision.

Senior leaders keep records of all complaints. Records are kept securely to ensure confidentiality. Where necessary, the nature of complaints and the results of investigations are shared with the appropriate authorities. Most parents state that their concerns are dealt with quickly and satisfactorily. No formal complaints have been raised in the current academic year.

Part 8. Leadership and management of the school

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

There has been considerable change in the school's leadership. Many of the senior management team, including the principal, were appointed over the previous three years. These leaders are experienced and have a good understanding of the school's operations. There is a management structure in place that identifies the roles and

responsibilities of senior leaders. Leaders are successful in securing improvements in the quality of provision and pupils' outcomes. They ensure that safeguarding procedures are effective.

The principal has a clear vision for the school. This is to provide a world class education in a setting that meets the needs of all pupils. This vision is shared with all staff, pupils and parents and serves to motivate all those who work at the school. Leaders are committed to providing an education based upon the NCfE, adapted to take into account the local context.

Governors take a strong interest in the work of the school. They know the school well and play a prominent role in supporting the school's development. They establish the strategic priorities for the school and oversee and monitor the implementation of the school's development plan.

Procedures for monitoring and evaluating the work of the school are in place. Self-evaluation is encouraged at all levels and is carried out carefully to produce a detailed assessment of what the school does well and what it needs to improve. It underpins the production of the school's development plans. These plans identify suitable priorities for future improvement.

A system to hold staff to account is in place. Governors meet regularly with the principal and arrangements are in place hold the principal to account through a system of appraisal for senior leaders.

The system of appraisal extends to all members of staff. Individual performance is regularly monitored in a supportive climate. Leaders frequently observe teachers in lessons. Success is celebrated and areas for development are viewed as opportunities to improve. Targets for improvement are set for individual staff and reviewed with their managers.

Opportunities for professional development are derived from the results of the appraisal process and the priorities identified in the school's development plan. All staff receive annual training on keeping pupils safe. Recently, they received training on supporting pupils with SEND. Staff regularly share good practice at subject team meetings on a weekly basis and there is a lead professional programme in place where skilled teachers provide coaching support to their colleagues.

Leaders canvass the views of staff. Almost all staff enjoy working at the school and all are proud to be members of the school's community. They believe that professional development opportunities improve the quality of teaching and learning. New teachers experience an induction programme and this includes a probationary period of employment. Teachers find the programme helpful in learning about how the school works, its key priorities and the cultural norms of Thailand.

Middle leaders are firmly established throughout the school. They implement the curriculum, assess the quality of teaching and learning and action departmental improvement plans. They are specialists in their chosen fields. Recent additions to middle leadership include coordinators for pupils with SEND, gifted and talented pupils and PE in the early years and Year 1.

Leaders and managers are committed to promoting the well-being of all members of the school's community. The PHSE curriculum promotes equality and respect for all and staff act as role models for pupils. Relationships between staff at all levels are excellent and staff are keen to help and support each other.

Part 9. The quality of provision for boarding

The arrangements for **boarding** are satisfactory, meeting the national minimum standards for the UK. This represents strong progress over the previous year, through oversight at governor level, and the effective development and management of boarding by the principal, the lead for students' welfare and residential staff, all of whom have appropriate training on overseas boarding.

The school's policies include a suitable boarding handbook. The school's documentation referring to complaints, safeguarding and safer recruitment, behaviour, and health and safety, for example, is adapted well for boarding. A Thai government agency recently confirmed that fire safety precautions conform to the required standards, and a suitable lockdown procedure is in place. Closed-circuit television (CCTV) contributes further to the site's security without intruding on boarders' privacy.

There are currently 24 boarders housed close to the school. Boarders have appropriate spaces for studying, eating, recreation and sleeping. The four resident staff are all trained in first aid and safeguarding. Supervision is appropriate, and there is access to emergency medical facilities, if necessary. Boarders may keep possessions securely in

lockable drawers. They have access to laundry services, and they can shop for toiletries and other personal items. They can make their own snacks and drinks in addition to the meals prepared for them on site.

Boarders can contact their families who are all based abroad. In discussion, boarders confirm that they are happy and that they feel safe. If they have a personal concern or feel that they need guidance or support, there are adults to whom they can turn, including an independent listener. They form close friendships with other boarders, with whom they share a healthy lifestyle and a passion for sport as they are athletes in football or basketball.

Boarders' views are influential. For example, their study time has now been moved at their request to the period after school, since previously it came after sports training, when they were tired. School leaders ensure that the demands on these pupils with particular talents are not unreasonable. However, the range of enrichment activities and events for boarders after school and at weekends is narrow.

EYFS provision

The quality of early years' provision is **good**. Most children join the early years with little or no English language skills. Staff provide prompt support to help them learn key words, enabling children to begin their learning journey and build friendships. By the end of the Reception Year, a large majority of children achieve a Good Level of Development, aligning broadly with the England average. Strong partnerships with the primary staff team ensure that children prepare well for their transition to Year 1.

Early years' staff consistently maintain effective standards of provision and outcomes. Safeguarding procedures are consistently applied and partnerships with parents are strong. Children are safe, happy and helpful towards each other. They demonstrate independence as they tidy away resources and take turns sharing equipment.

Warm and caring relationships with adults help children become increasingly confident in taking risks in their learning, such as climbing higher on outdoor play equipment. Children remain calm and show signs of emotional well-being through laughter as they play.

Teaching staff understand how children learn and develop. They effectively model language, social behaviour, and conflict resolution, helping children learn to take responsibility for their behaviour and work cooperatively with others. Teachers give instructions in small amounts to ensure children's understanding.

The learning environment remains orderly, with resources clearly labelled with photographs and texts to support understanding. Children gain access to these resources independently.

The curriculum is based on 'Development Matters' and teachers select topics relevant to children's interests, such as 'Blast Off,' where children learn about outer space. Staff reinforce vocabulary related to these topics through carefully chosen storybooks, such as 'I took the Moon for a Walk'.

Children benefit from focused teaching sessions to develop their phonic knowledge using a recently introduced scheme. They apply this knowledge in writing sentences such as 'in the next moment,' using initial phonemes. In mathematics, children use astronaut figures to learn positional language, including 'in', 'on', and 'under'. During free play, children create their own storybooks, demonstrating their creativity and writing skills.

Leadership of the early years is effective and there is a development plan in place. Staff keep parents informed about their children's learning through a dedicated parental application and regular meetings. Leaders effectively use assessment information to celebrate both group and individual achievements, motivating children to continue their learning journey.

Post-16 provision

The provision in the sixth form is **good**. Almost all Year 11 pupils enter Year 12 and continue into Year 13. They successfully complete their courses and go on to study at college or university.

Students chose either academic or vocational courses to study. Attendance in the sixth form is good. There are 16 A levels on offer as well as a diploma programme. The 'Traill Diploma' focuses on developing skills needed for the work place including team work, time management, digital presentations, communication through social media and

using computer software. In addition, the diploma offers learning modules designed to improve students' English and mathematical skills and understanding.

Whilst there is some variation in results between subjects over time, overall standards of attainment are above international standards. Students make good progress particularly in mathematics and the three sciences. Students achieve less well in the non-science and mathematics subjects. They perform equally well in the academic and vocational courses. Students attend universities in Thailand, Europe or Australasia. A minority of students choose to attend catering colleges in Thailand.

Careers guidance includes support on choosing a university. Specialist staff support students with their choices and applications to higher education. Career education includes the opportunity for students to develop their study skills and to explore a range of careers available once university courses are completed. Students are encouraged to seek work experience opportunities.

Sixth-form students benefit from high levels of pastoral support. Students are allocated a tutor group and a personal tutor. They have regular one-to-one meetings with their tutor who monitors their academic progress, emotional and physical well-being. They also continue to receive support to keep themselves safe and healthy, including advice on being a resilient learner, living alone, managing a budget and the dangers of substance misuse.

Students enjoy a range of opportunities to develop their leadership skills. These include being a prefect, sports captains, house captains and members of the school council. They act as role models to younger pupils and take responsibility and show leadership in a variety of contexts. Many students are keen to help and support younger pupils and to show the benefits of working hard in lessons. They take pride in being the senior members of the school. Some sixth formers do not take on leadership roles or act as a leader to other pupils.

The quality of teaching in the sixth form is good. Students benefit from teachers who are subject specialists and who know their students well. Most students make good progress, attain well and meet their individual targets. Students continue to learn about British society and have a good understanding of 'Britishness'.

The leadership of the sixth form is effective. Leaders know their students well and have an accurate understanding of all aspects of provision. Through the development plan, leadership demonstrates its commitment to securing improvements in outcomes.

Compliance with regulatory requirements

Traill International School meets all of the required standards except those that would be in breach of the host country laws.

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 protected characteristics of age; disability; pregnancy and maternity; race; and 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 points for development:

1. Pupils do not consistently develop their ability to hypothesise, synthesise and evaluate information. The school should ensure that all teachers receive training to teach the higher order thinking skills effectively. As a result, pupils will be able to apply the skills needed to think more deeply about their learning and reflect and refine their initial ideas.
2. Boarders do not have access to a wide range of enrichment activities and events after school and at weekends. School leaders should consider ways of extending the extra-curricular programme so that the needs and interests of all boarders are consistently met. As a result, boarders will benefit from a wider range of enrichment activities and events, especially after school and at weekends.
3. Students in the sixth form do not always act as leaders across the school. The school should review its expectations of the role of sixth formers. As a result, sixth formers will fully develop their leadership skills, preparing them better for higher education and future careers.

Summary of inspection judgements

	Outstanding	Good	Satisfactory	Inadequate
The quality of education				
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**		
The quality of provision for boarding				
The overall quality of provision for boarding			**X**	

School Details

Name of school	Traill International School
Type of school	Independent international school
Date school opened	1966
Age range of pupils	2-18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	427
Number on roll (part-time pupils)	-
Annual fees (day pupils)	343,500 THB - 535,500 THB
Annual fees (boarders)	348,000 THB
Address of school	43 Ramkhamhaeng, soi 16, Huamark, Bangkapi, Bangkok 10240 Thailand
Telephone number	+66 2 7188779
Email address	www.traillschool.ac.th
Headteacher	Mr Barry Stockton
Proprietor	Mr Robert Traill

GLOSSARY

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

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

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

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

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

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

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

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

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

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

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

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

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