

The Regents International School, Pattaya

British Schools Overseas Inspection Report

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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 schedule for the inspection of British schools overseas. The inspection was carried out by four 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. It 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 status. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The standards are as follows:

1. The quality of education provided by the school (curriculum, teaching and assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. The manner in which complaints are handled

8. The leadership and management of the school
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 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

Regents International School Pattaya is a co-educational day and boarding school for pupils from two to 18 years of age. There are 890 pupils on roll, including 50 boarders, making the school smaller than others of its type. Twenty-two pupils have been identified as having special educational needs and/or disabilities (SEND). Ninety-eight per cent of children entering the early years speak English as an additional language (EAL).

Opened in 1994, the school became a part of the Nord Anglia Group in 2012. It occupies a large site in Chonburi, on the outskirts of Pattaya on the east coast of Thailand. There are separate buildings for early years, primary, secondary and boarding, with additional facilities for visual arts, performing arts and design technology.

The early primary phase follows the UK early years foundation stage (EYFS) programme and the English National Curriculum in Year 1 of Key Stage 1. A pre-Nursery caters for two-year-olds.

Key stage 1, 2 and 3 pupils follow the English national curriculum. Key stage 4 study for IGCSEs and post-16 provision follows the International Baccalaureate Diploma (IBD) programme. A small number of A levels are offered, with a growing number planned for next academic year. The majority of alumni enter higher education, with a significant number going to UK universities.

A significant proportion of pupils are Thai, but the remainder represent 53 nationalities.

Since the previous inspection, the senior leadership team has been almost entirely changed, with the majority recruited internally.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by a team of four Education Development Trust inspectors over three days in the school. Inspection dates were agreed with the school, giving at least six weeks' notice of the start date. The inspection team had access to some information prior to its visit. During the three days, the team observed 62 lessons, including nine joint observations with senior leaders. Inspectors conducted 32 meetings with leaders, teaching and support staff, pupils, parents and carers and a representative of Nord Anglia. Inspectors also scrutinised pupils' work and a range of

documents, including those relating to safeguarding and safer recruitment, health and safety, curriculum and staff development. They analysed the responses to both parents' and staff questionnaires.

Evaluation of the school

Regents International School is a good and improving school. It is outstanding in some areas. There is substantial senior-leadership capacity for further improvement.

The school meets all of the standards for British Schools Overseas except for those it is unable to meet due to the laws of the host country.

Attainment in **English** is good overall and outstanding at IGCSE. Most children in the early years begin school with very little English. Attainment in this phase at the end of 2022 was below the national average for England in communication, language and literacy. However, children make outstanding progress from their starting points due to a skilfully taught phonics programme. They use sound buttons to decode and blend words when reading and writing. They develop confidence in speaking through a range of activities. Older pupils joining the school with little English also make outstanding progress against international benchmarks for EAL. Pupils with SEND make good progress.

Pupils' progress in English across the school is ensured by strong teaching that is enhanced by staff training. Frequent and carefully moderated assessment informs curriculum planning. Well-planned initiatives include the extension of phonics teaching into key stage 1, the introduction of guided reading throughout the primary phase and additional curriculum time devoted to English. Pupils in key stage 1 make rapid progress in communication, reading and writing skills. They continue to progress in key stage 2 as a result of teaching that focuses on phonics and makes creative use of a variety of approaches to reading. By the end of key stage 2 most pupils have the skills to follow the secondary curriculum successfully.

In key stages 3 and 4 progress is rapid. Pupils are confident, articulate speakers, able to discuss literature with mature insight and to write fluently, in a range of genres and for a variety of audiences. At IGCSE level, attainment is well above UK averages and well above predictions for the cohort in both language and literature. Attainment at IBD level matches international standards.

In **mathematics**, children enter the school with knowledge and skills typical of children of their age. However, as many are at the early stages of learning English, acquiring mathematical skills is more challenging for them. As a result of very strong teaching in

the early years they make good progress. At the end of EYFS in 2022, 77% had reached or exceeded the UK national expectation in number and 83% did so in number patterns.

Pupils continue to make at least good progress throughout the school. Attainment is strongest for those who have spent more time in the school. By the time pupils complete the primary phase, nearly all are competent in using the four rules of number, fractions and decimals. They can complete simple algebraic equations and calculations involving time and money. Year 6 pupils calculate angles from given information and draw them accurately. Pupils' ability to answer verbal questions in mathematics increases as their language acquisition develops. Standards have been improving and the school's assessments indicate that 88% of pupils are expected to meet or exceed UK age-related expectation by the time they complete Year 6.

Key stage 3 pupils continue to progress well. For example, most pupils in Year 8 can solve algebraic equations independently. In 2022, 70% of pupils at key stage 4 gained the highest IGCSE grades of 9 to 7 with 54% achieving at least grade 4. These results are above UK and international averages. A small number of pupils took additional mathematics in Year 11 and a greater number are taking the examination this year. Students at post-16 perform well in IBD examinations. In 2022, students taking higher-level examinations gained an average score well above international averages.

Pupils with SEND make good progress from their starting points throughout the school. Pupils who speak EAL often achieve their best results in mathematics.

Outcomes in **science** vary between key stages. Around half of the children in the Reception Year arrive with knowledge and understanding of the world well below that which is typical for their age. They make outstanding progress from this low starting point so that by the end of the year, they reach the expectations for their age in England. During the primary years, pupils make good progress. By the end of key stage 2, attainment is broadly in line with UK averages. Progress in key stages 3 and 4 is good. The majority of pupils achieve above UK and international averages in IGCSE biology, physics and chemistry, although results for combined science are below average. For the relatively small number of pupils that take the IBD examinations, results are above international averages in biology, chemistry and physics but below average in environmental systems and societies.

Children in the early years enjoy exploring the natural world, recognising, describing and illustrating local plants such as flaming sword and scarlet star. They collect and investigate a variety of insects and seeds. Construction toys and tools help them to understand jobs people do. Pupils in key stage 1 use their tablets to record what they find in the natural environment and learn the names of different types of materials.

Older pupils in the primary phase begin to work more scientifically. They carry out experiments to test hypotheses, for example related to the effects of acid rain on plants or to extract DNA from a kiwi fruit. Pupils in the secondary phase develop a deeper understanding of physics, chemistry and biology. They can draw the Bohr models of atoms, measure and record changes in temperature as they melt an ice cube and observe how a Van de Graph generator transfers charge from one object to another. IBD students study the skeletal structure and functions of muscles. Year 13 students generated their own questions about water sources and the threats to them, while improving their examination technique, during their study of environmental systems and societies.

Progress in **other subjects** is in line with or above that in core subjects. Outcomes are best in the visual arts, performing arts, physical education, information technology and design and technology. Language learning is also strong. Many older students study a range of languages. Thai is taught to all, in targeted groups for those with differing levels as first language and additional language learners, simultaneously ensuring an increased understanding of Thai history and culture.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of this standard (see Standard 5 below). There have been significant improvements since the previous inspection and there is current ongoing development of outdoor spaces for learning and exploration.
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).

- The school's procedures for handling complaints meet the requirements of this standard (see Standard 7 below).
- The leadership and management of the school are good, with significant capacity to improve the school further (see Standard 8 below).
- The quality of provision for boarding is good (see standard 9 below).

As a result of this inspection, undertaken during April 2023, the school has demonstrated that it meets the BSO standards (2017 updated). The school's provision prepares pupils well to enter or re-enter the UK independent-school system. This judgement is endorsed by the British government, quality assured by (Ofsted) and is valid for a period of three years.

Standard 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 curriculum is outstanding. For younger children, it is based on England's EYFS. In the primary phase it follows the International Primary Curriculum (IPC) alongside the English national curriculum for mathematics and English, suitably modified to meet pupils' needs. In the secondary school key stage 3 pupils follow the English national curriculum and in key stage 4 they are prepared for IGCSE examinations. In post-16, the vast majority of students follow the IBD programme. This year sees a very small first cohort of students taking a limited range of A levels. The school equips pupils with the necessary knowledge and skills to enter or re-enter the UK education system successfully. All lessons, other than language lessons, are taught in English. However, the school also complies fully with the curricular requirements of the Thai ministry in relation to Thai language, culture and history.

The curriculum underpins the school's vision and mission to develop young people who are ambitious, adventurous and compassionate. It is broad, balanced and matched well to pupils' diverse needs and cultures. Pupils arriving at the school with little English receive intensive specialist support. They benefit from the wide range of co-curricular activities, including sports and creative arts.

The British values of democracy, respect, individual liberty and the rule of law are integrated successfully into the curriculum. Within the Growing Minds personal, social and health education (PSHE) programme pupils learn about democracy, government and justice as well as tolerance, respect and compassion. They see democracy demonstrated through elections for the many pupil leadership roles in the school and when leaders hear and act upon their views. Through the PSHE programme, assemblies and special events the school addresses discrimination as well as personal responsibility and choice, disability and relationships. A Culture Club, led by pupils, runs events which raise awareness of diversity.

The school actively promotes respect for all people in line with the UK Equality Act 2010. However, because of Thai law, leaders are unable to meet fully the requirements of the Act in relation to civil partnership and gender reassignment.

The Britishness of the curriculum is evident. Many of the literary texts studied by pupils are written by English authors. Pupils learn about figures from British history such as Oliver Cromwell. They celebrate British festivals and cultural events. For the coronation of King Charles III, children in the early years took part in role-play by 'being king for a day' and primary pupils designed and created their own wreaths for Remembrance Day.

Careers preparation begins at an early age. Reception children enact being medical practitioners and primary school pupils take part in a business project. Leaders carefully plan transition as pupils move through the school. Pupils and parents are fully involved in careful preparation for choosing IGCSE courses with particular focus on subjects that are new to them. Staff provide excellent guidance for applications to university and for future careers.

The curriculum is enhanced by a wide range of co-curricular activities related to the Round Square IDEALS of internationalism: democracy, environmental awareness, adventure, leadership and service. The school's experiential learning programme is central to this philosophy. During a recent residential expedition Year 4 pupils camped on a nearby island, enjoyed a speedboat trip and undertook a treasure hunt, all linked to what they were learning in school.

The school has extensive links with the immediate and wider community and welcomes international gap-year students to help with boarding and physical education. There are exchange opportunities with other schools within the Nord Anglia group and collaboration with local schools. Each year group works with a selected charity.

The quality of teaching, learning and assessment is good. Relationships during lessons are excellent. Teachers use learning time productively. They have excellent subject knowledge and work well with support staff, who play an increasingly valuable role in assisting learning. As a result, most pupils make at least good progress in all subjects and phases.

Teachers are clear about what they want pupils to learn. Most challenge and support pupils appropriately. Most teaching includes a variety of techniques and activities which teachers have chosen well and reflect leaders' intentions for the implementation of the curriculum. However, at times, some teachers do not use the school's agreed methods for their subject and sometimes their choice of activities does not fully involve pupils or promote the most effective learning. As a result, in some subjects, particularly in science in the primary phase, some pupils do not achieve as well as they should.

Teachers regularly check how well pupils have learned and remembered what they have taught them. They provide constructive feedback to help pupils understand how they might improve. For example, during secondary mathematics lessons, teachers often use technology to assess instantly pupils' understanding. They use the information that they gather in this way to adapt their teaching to pupils' learning needs. Intervention programmes ensure that staff help those pupils who need to catch up.

Pupils enjoy working collaboratively and are keen to learn from each other. They enjoy active learning and discussing their ideas. During an English lesson in Year 11, pupils read and discussed a poem by Keats. They identified his techniques and considered how to incorporate them into their own writing. During a Year 8 geography lesson, pupils discussed who would form a suitable survival group on an island following a 'zombie apocalypse'. During science lessons, pupils in Year 6 undertook practical work to explore DNA and Year 5 developed hypotheses about how plants might react to acid rain. During a Year 8 Thai lesson, pupils developed questions around a cultural theme to focus their ideas before watching a video.

Teachers develop pupils' language and focus well on subject-specific vocabulary. They use questioning well, not only to check on learning but also to encourage pupils' critical thinking. Some teachers use open questions to encourage pupils to expand on their learning and to relate it to real life.

Teachers prepare excellent resources. During a Year 1 lesson on fractions, pupils used manipulatives, matching parts of laminated pictures of pizzas to decide which were

halves. Younger learners and those at early stages of developing English benefited when they manipulated learning materials and discussed them.

Standard 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.

Relationships among pupils and between pupils and staff are excellent.

Attendance is good and absence rigorously followed up. Punctuality on arrival at school and between lessons is excellent. Pupils' behaviour is exemplary during lessons and around the school. There are few instances of bullying. Leaders deal swiftly with any that do occur. Pupils show respect for each other and for staff. They help one another by mentoring and acting as buddies to younger pupils and those new to the school.

The values of the school are encapsulated in its membership of Round Square, a multinational group of over 200 leading schools adhering to the ideals of internationalism, democracy, environmentalism, adventure, leadership and service.

British values, including respect and tolerance, are inextricably linked to the Round Square ideals by this whole-school commitment. These ideals are transmitted to pupils through international events with other Round Square schools, through the curriculum and through a wealth of enrichment activities, both timetabled and extra-curricular. Staff encourage all pupils to participate. Many benefit from partnerships with Massachusetts Institute of Technology and the Juilliard School to develop gifts and talents. The school has an extensive range of clubs, such as robotics and a wide variety of sports, led by teachers or by outside experts. The great majority of pupils participate and rate highly their experience of these and of the residential trips that leaders provide.

The school is a highly inclusive community. Pupils and staff embrace and celebrate diversity of every kind. Its policies, ethos, curriculum content and teaching promote

respect for the protected characteristics outlined in the UK Equality Act (2010) in relation to age, disability, pregnancy and maternity, sexual orientation, sex, race, religion and belief. However, the school is unable to meet fully the requirements in respect of gender reassignment and marriage and civil partnership due to the current laws of Thailand.

Through their involvement in all aspects of school life, pupils understand their responsibilities to each other and to the community. For example, secondary pupils have established a Culture Club, which meets weekly to promote discussion of equality and diversity. Pupils develop as citizens of the world, but with an awareness also of the local community. All pupils learn Thai and many participate in a wide range of projects and charities assisting the most disadvantaged in the local community.

Pupils benefit from this wealth of opportunities, and from a whole-school approach that values excellence while also promoting inclusion. They are curious, diligent and cooperative and take responsibility for many aspects of school life. They are open to, and respectful of, views and beliefs other than their own. They are willing to express themselves confidently but also to change their perspective in the light of evidence or further experience.

The plentiful opportunities to make decisions and take responsibility promote an understanding of the fundamental British values of democracy.

From the early years onwards, pupils learn to know right from wrong. They are highly appreciative of the efforts the school makes to consult them and to promote their emotional well-being. They feel valued and can point to changes made as a result of consultation with them and their parents.

Pupils enjoy their school. As they move through the key stages they are increasingly able to debate and to reflect on their learning. This is especially the case for those who follow the IBD programme, including the theory of knowledge and extended essay.

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

The school meets the requirements of this standard.

Arrangements for safeguarding and promoting the welfare, health and safety of pupils and staff are outstanding and fully meet UK and Thai requirements. The arrangements for safeguarding pupils in the boarding provision match the high standards of those in the rest of the school and take account of UK minimum standards for boarding schools. The whole school community feels a collective responsibility to safeguard pupils. Pupils and their parents have confidence in the school's safeguarding policies and procedures. All staff, including support staff and drivers, receive regular training. The designated safeguarding leads receive annual high-quality more advanced training in line with UK expectations. Digital reporting systems ensure that all incidents are reported quickly and immediate action is taken where necessary. The sharing of information on a need-to-know basis helps staff to recognise any unusual patterns or changes in behaviour.

Staff make sure that pupils new to the school and those who are in difficulty settle in well. In addition to the school's pastoral system, there is a trained counsellor who provides support and advice for day and boarding pupils who experience emotional difficulties. Cyber-security and keeping safe online permeate the curriculum and assemblies.

Pupils' behaviour is exemplary. The school deals with the few incidents of inappropriate behaviour or bullying immediately. Older pupils have a good understanding of what constitutes bullying. They welcomed the revised positive-behaviour policy focused on understanding and remedying the causes of misbehaviour.

The school nurses provide high-quality medical support. Procedures for dealing with all medical needs are well established and record keeping is rigorous. The policy ensures that first aid is swiftly administered by trained staff as needed. The campus is secure and daily checks ensure that premises and equipment are safe for use. Chemicals are stored safely in laboratories and pupils follow safety procedures when working in all practical subjects.

The school's reopening after the COVID-19 pandemic was carefully planned and effectively carried out.

Fire regulations fully comply with local laws. Regular risk assessments ensure that all activities are safe. Areas of potential risk, such as laboratories, design-technology classrooms, sports hall and swimming pools are carefully supervised and receive the highest standards of maintenance. There are robust risk assessments in place for local, national and international trips.

Visitors are registered and identified with lanyards. Arrivals at and departures from the school are smooth and very well monitored. Particularly rigorous supervision is in place at key times such as lunchtimes and the beginning and end of the day and also on school transport.

Attendance for the current year is recorded as 95%, which is in line with UK averages.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

Rigorous recruitment checks are in place for all staff. The human-resources department, based in the school, ensures safer recruitment from the UK and overseas as well as compliance with work-permit regulations and laws in Thailand. It is well supported by the regional office and has been recently audited externally by the Nord Anglia Human Resources department.

The single central record is comprehensive, up to date and meets all requirements. Checks for all staff recruited from other countries and checks on third-party providers for local staff are diligently recorded. This includes checks on family members of staff who live on the premises and members of the parent-support group. All interview panels have at least one member who has undertaken safer-recruitment training.

Staff check all qualifications and references thoroughly. Most teachers have British qualifications or qualified-teacher-status equivalence. Staff benefit from in-house training as well as a wide variety of courses to develop their skills. Almost all teaching staff are trained regularly in first aid and cardio-pulmonary resuscitation.

Staff turnover is low at around 12%. A large majority of staff enjoy working at the school and are proud to belong to the Regents community.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

A very large, spacious and well-resourced campus offers a wide range of facilities to promote learning and to nurture pupils' talents. Since the previous inspection, numerous upgrades have enhanced the school campus and learning environments.

The early-primary building has a new playground with an excellent array of equipment to develop children's gross motor skills. Children's curiosity and imagination are fostered in the sand pit which has access to running water. Outdoor learning areas in the nursery allow children to engage creatively with water, paint and large toys.

A long-jump pit has been added to extend the range of sporting facilities, which include a gymnasium, a large sports pitch and two swimming pools. Canteens have been redesigned by pupils who say they are inspired by the work of local artists displayed on the walls. The primary library and the learning hub in secondary are welcoming spaces, where pupils enjoy learning and spending their breaks.

A new, purpose-built drama studio, art studios, a ceramic studio and a kiln room offer older students a wider range of choices in their study. A science, technology, engineering, arts and mathematics room enables pupils to engage in the Formula 1 challenge and robotics lessons and to develop their creativity during co-curricular activities. Other specialist facilities include a theatre, globe auditorium and music rooms. High-quality technology resources throughout the school ensure that pupils have access to experiential learning. Science laboratories are well equipped to promote practical investigations and experiments and students are supported by well-trained lab technicians.

The entire campus, including the boarding houses, is gated and protected around the clock by security guards. Access to the school is monitored stringently. School nurses are on site and provide very good care for pupils when they are ill. Pupils and parents were overwhelmingly positive and have full confidence in school safety.

An on-site maintenance team responds swiftly to any requested repairs. Daily checks are carried out by the head of facilities or the director of operations. The swimming pools contain salt water in order to limit the use of chemicals. Housekeeping staff are trained to spot any potential needs and report them without delay.

The campus is thoroughly clean and environmentally sustainable. Well-shaded open spaces allow pupils to sit outside to eat, play and socialise.

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

The school meets the requirements of this standard.

Parents are very positive about the school. Almost all of those surveyed said they would recommend the school to others.

They were full of praise for the quality of communication and range of information provided by the school. In particular, they commended the swift responses to any query or request. Besides the school website, weekly bulletins share the learning goals and objectives each week. Parents are advised of ways in which pupils can prepare for the next week's learning. Information shared by emails or through workshops are easily accessible to parents online. Parents with children in early years and those new to the school are given a comprehensive induction. Parents of primary-aged children especially enjoy the introduction to IPC units and attending displays of pupils' learning journeys.

Most parents surveyed feel they are given helpful information about their child's progress. Parents of pupils throughout the school said that regular reports, followed by parent-teacher meetings, give them a clear picture of how well their child does and what they can do to help their child to improve. Parents who have had children in the school for a number of years, including those who have children with additional needs, have a high regard for the support their children receive and the progress they make. Parents of SEND pupils feel that their children are supported well by the inclusion team and teachers. They are appreciative of the regular meetings to discuss their progress. Parents with older pupils preparing for examinations comment that teachers offer additional support for pupils during weekends and in breakfast clubs. They find workshops helpful, particularly those about reading in early years and primary and how to help older pupils manage their time at home.

Parents are very involved with school life. They attend celebrations, volunteer for school excursions and listen to children read. The parent-support group (PSG) represents the many nationalities in the school. It conveys information and works to increase the involvement of parents in the school community. Besides monthly meetings and coffee mornings, it employs innovative ideas such as holding cooking classes for parents to meet other parents. PSG representatives create sub-committees which lead to more parents providing help with sporting and other events.

A minority of parents surveyed felt the school did not respond well to bullying. Inspection evidence does not support this view. Parents who met with the inspector stated that parents attended workshops that helped them understand bullying and were clear about guidelines and processes. They were confident that any concerns about bullying were addressed promptly and appropriately.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school has a clear procedure for handling complaints. It is available to parents or any other stakeholder via the website. It sets out each stage of the informal and then the formal complaints procedure. It allows for direct complaint to leaders and to Nord Anglia. Most concerns are addressed appropriately in the first instance to the class teacher in the primary school. In the secondary school parents tend to address their concerns directly to the principal, who will delegate them as necessary or respond herself. Parents have great confidence in the process and feel their concerns are always addressed swiftly. The only recent formal complaint was addressed fully and resolved.

Standard 8. Leadership and management of the school

The school meets the requirements of this standard.

Leadership and management are good. Leaders fulfil their responsibilities in ensuring that the school consistently meets BSO standards, including those related to equality and discrimination. The regional team at Nord Anglia makes sure that the school operates legally with clear financial policies and that appropriate staff appraise the principal's performance. While working well in partnership, the principal and the regional team at Nord Anglia understand and keep to their separate responsibilities.

The new principal and newly established leadership team know the school's strengths and areas for development and have made appropriate strategic plans for the latter. They have already improved the school, including the quality of education. Together with Nord Anglia and its managing director, they have the capacity to improve it further. Although several leaders have been in post for just a matter of weeks or months, as a result of effective succession planning almost all have been working together in their previous roles within the school.

Leaders have a clear vision which is shared by all stakeholders. They are committed to the philosophy of inspiring all students to 'achieve academic excellence together with a sense of adventure and the compassion to make the world a better place'. This is

reflected in the actions that they have taken to ensure that pupils with SEND and/or EAL can participate successfully in all aspects of school life.

Leaders very successfully sustained the school through the pandemic and lockdowns, providing continued education and well-being support, for which parents and pupils have expressed their gratitude. They have very creatively managed the post-pandemic fall in pupil numbers and resultant loss of staff. They deploy staff very well and ensure that all have the support and training necessary, especially in undertaking a new role. Now, they are focused strongly on sustainable re-expansion, particularly in the primary phase and in boarding.

The loss of some middle leaders means that there are temporary arrangements for the leadership of some aspects of the school, including EYFS. These arrangements are currently very effective operationally, but leaders recognise that they are not sustainable for long-term strategic development. For example, an increase in numbers of pupils with SEND and EAL has highlighted the importance of enhanced middle-leadership capacity in these areas.

Leaders have accurately identified strengths and weaknesses in teaching and have been effective in improving it. They are unafraid to make difficult decisions. They continue to develop teaching expertise and to share best practice to improve the quality of education further.

Leaders effectively promote the safety and well-being of all pupils, teaching and support staff. The recently achieved well-being award encapsulates all that they have achieved in this area. A well-being leader is responsible for the PSHE and Growing Minds programmes, ably supported by the counsellor and medical staff. Staff value the additional well-being days which the principal has introduced.

Leaders regularly gather the views of pupils and parents and consider them when making changes. Pupils said that they enjoy school and feel safe. The majority of parents have positive views about the quality of education and care that leaders provide. The majority of staff are proud to work at the school and feel that leaders value their hard work. They feel that leaders take into account the impact that potential changes will have on their workload.

Standard 9. The quality of provision for boarding

The school meets the requirements of this standard and meets minimum UK boarding standards. The quality of provision is good. Boarders are currently aged 10 to 18, although provision is available from age eight. Flexible boarding is available for some, alongside full boarding for overseas and some domestic pupils. The boarding staff, resident gap students and boarders clearly enjoy very positive relationships of mutual trust. Pupils indicate that they feel the house is a home from home and for many it has become their family as some have been unable to return to their home country for several years.

There are sensible and age-appropriate rules such as those related to mobile phones. All boarders have their mobile phones until bedtime, at which point younger pupils are required to place them in a locked charging cabinet with the duty member of staff.

The boys' and girls' boarding houses have capacity for 150 residents but following the pandemic when so many nations had closed their borders, the current occupancy is around 50. Therefore, the boarders have a choice of single or shared rooms. Both houses have very good common facilities where pupils can occasionally prepare their own meals, which is much appreciated, particularly at weekends.

Resident staff interviewed clearly form a stable team with ample boarding experience. The boarders confirm that they receive comprehensive induction, so they feel confident, safe and well cared for from the outset. The site, to which they have completely free access, is secure. Resident staff are very approachable. The boarders particularly value the six resident gap-year students, whom they view as even more readily approachable as they are similar in age. The gap-year students interviewed confirm that they receive very good training in managing relationships, child safeguarding, first aid and lifeguard roles. This enables them to provide access to the pool, sports pitches and sports hall, music rooms and other school facilities during boarders' free time.

Boarders also appreciate the additional study opportunities that they receive with direct support from teachers, even during the weekends. Although they are not permitted free access beyond the school, every Friday they are all taken to a shopping mall where they can shop, eat with friends or visit the cinema. Every Saturday there is an outing, ranging from water parks and massage to go-karting. This is optional for older boarders, who may opt for extra study. There is freedom to join in with local organisations as individuals. For example, one boarder takes a taxi to train with a local football academy.

EYFS provision

EYFS provision is outstanding.

Most children arrive at Reception speaking EAL. Through an expertly delivered phonics programme and a language-rich environment, they rapidly develop their English language skills.

The new early years framework has been adapted to suit the context of the school. Tips for sharing wordless books are given to parents through workshops and booklets in three different languages. Children learn Makaton so that signs and symbols are universal. A new mathematics programme has been adopted to ensure seamless progression to Year 1.

Teaching, learning and assessment are outstanding. Children make rapid progress in all seventeen areas of learning through well-planned lessons. They thrive in an inspiring and enabling environment which accelerates their learning. Their curiosity and independence are facilitated by teachers and teaching assistants, who ensure learning is personalised through the choice and range of resources. Consequently, children develop confidence speaking to each other and to adults, and are proud to share their work.

Learning areas are imaginative and are expertly arranged, with decodable instructions to allow children to discover for themselves. For example, children can explore a range of gadgets and learn how things work. They can choose and use real tools such as flat-head and star screw drivers, open locks with keys or interlink them and even use magnets to pick up dropped screws.

Early years leadership is outstanding. Although there has been no head of early years since 2021, middle leaders responsible for enabling environments and early literacy work together with the deputy head of primary to ensure excellent provision. However, this arrangement is not sustainable in the long term. Assessments are moderated internally through discussions and writing is moderated externally with a Nord Anglia school in the region. The deputy head of primary is part of an early years network in the local area to share best practice and moderate judgements of early learning goals.

Post-16 provision

There are currently 94 students in Years 12 and 13, most of whom are following the IBD programme. The school started A-level courses in 2022. Although a number of courses were dropped during the year, there are plans to increase the offer again for the coming academic year. Those following A-level courses also benefit from access to aspects of the IBD programme, including the theory of knowledge. Attendance in the sixth form is in line with that of the rest of the school. The academic curriculum is enhanced by a wide range of co-curricular activities and the school's wider involvement with a number of communities. Students are highly active through the Creativity Action Service programme both within and beyond school. Many play significant roles in supporting younger pupils in their learning and in developing their sporting or artistic skills. They are excellent role models for the rest of the school.

The quality of leadership in post-16 provision is very strong. Leaders track students' progress closely and collaborate regularly with subject teachers. Teachers organise effective Intervention programmes for individuals or groups when necessary. As a result of the good quality of teaching and personalised support, students achieve well. Their results in IBD examinations last year exceeded the international average in most subjects. Students take their studies seriously and combine well their drive for academic excellence, their wider development and their commitment to the school.

The vast majority of students go on to higher education worldwide. As a popular destination many students have already received offers from UK universities. Students are supported well by a specialist careers counsellor in the school who gives them effective guidance. They also benefit from visits by staff from universities and attendance at university fairs in Bangkok.

Compliance with regulatory requirements

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

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

Sometimes, teachers' choice of activities does not fully involve pupils or promote the most effective learning. This means that in some areas of the curriculum, particularly in science in the primary phase, some pupils do not achieve as well as they should. Leaders should ensure that the quality of teaching is consistent across all subjects and phases so that pupils are fully involved and ready for their next steps in learning.

As a result of staff leaving during the pandemic, the arrangements for middle leadership of some aspects of the school are temporary. These arrangements are currently very effective but are unsustainable in terms of long-term strategic development. An increase in numbers of pupils with SEND and/or EAL has highlighted the Importance of middle leadership capacity in these areas. Leaders should secure enough substantive middle leadership to enable them to realise their long-term plans for the school's development.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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Leadership and management

Overall effectiveness of leadership and management		√		
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The quality of provision for boarding

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School Details

Name of school	Regents International School, Pattaya
Type of school	Co-educational day and boarding
Date school opened	1994
Age range of pupils	2-18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	895
Number on roll (part-time pupils)	0
Annual fees (day pupils)	\$16527
Annual fees (boarders)	\$28007
Address of school	33/3 Moo1 Banglamung Pong Chonburi 20150 Thailand
Telephone number	+66 38-418-777
Email address	admissions@regents-pattaya.co.th
Headteacher	Amos Turner Wardell
Proprietor	Nord Anglia Education

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-

evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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