

King's College International School Bangkok

British Schools Overseas Inspection Report

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Age Group: 3 – 18

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Purpose and scope of the inspection

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

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs 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 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 and clarified and reiterated the relationship between the UK and host country laws and reshaped the staff recruitment standards to ensure international applicability.

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 carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

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

Proportions used in the report

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

Information about the school

King's College International School, Bangkok is a for-profit, co-educational, selective school that follows the National Curriculum for England. It is located in the Ratchada Rama III area of Bangkok and opened on its current site in 2020. The executive principal

has been in post for less than a year, since April 2023. The proprietors are Excellence Education Thailand (XET) and the school shares values with King's College, Wimbledon, UK. They share an honorary principal and governors and are accountable to the international team in Wimbledon.

The school has grown rapidly since opening with just 352 pupils aged two to 14. There are currently 1,357 pupils on roll aged two to 17 years, making it larger than other similar international schools in Thailand. It has a small sixth form of Year 12 students currently and will have Year 13 students taking A levels in the next academic year.

The school has 30 different nationalities with a large majority being Thai. While the school is becoming increasingly academically selective, it is still committed to diversity, equality and inclusion. The majority of pupils speak English as an additional language (EAL) and receive extra language support depending on need. The school has 78 pupils with special educational needs and/or disabilities (SEND) supported in the school's Learning Enrichment (LE) department.

The school's mission is: 'To produce well-rounded, academically successful, happy young men and women.' Its vision is: 'To engage, inspire and extend our students, our staff and the wider community.' Their values of good manners, kindness, and wisdom permeate the school's community.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the college with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 87 part-lessons and conducted 17 learning walks. Two of the lessons visited were jointly observed by an inspector and a senior member of staff. They also observed parent workshops, assemblies and extra-curricular activities (ECA). There were 26 meetings with leaders, teachers, pupils, parents and members of the college's governing board.

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

arrangements. Inspectors also considered the views of parents and staff expressed in the BSO survey, which was sent just prior to the inspection.

Evaluation of the school

King's College International School Bangkok is an outstanding school and provides an outstanding quality of education for pupils from two to 18 years.

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

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

In **English** pupils make outstanding progress and their overall attainment is very high. The majority of children arrive in the early years with English as an additional or new language. By the time they leave the early years, they have made outstanding progress from their low starting points. Most are working at least at standards typical for their age in England.

In Year 1 pupils write short sentences, sequencing pictures to tell a story using their phonics knowledge. By the end of key stage 2, most pupils' reading and writing skills are developing well and they show an understanding of the significant ideas, events and characters in fiction and non-fiction texts. Pupils use figurative devices such as similes and metaphors to enhance their writing. These valuable literary devices support them to progress into the secondary school and further develop their writing skills.

This strong picture of progress and attainment continues into the senior school. Internal and external data from Years 7 to 10 indicates that attainment is consistently above international age-related expectations. Key stage 3 pupils produce high quality writing for a range of purposes. They read a variety of challenging texts which helps them to communicate their learning with increasing sophistication.

IGCSE outcomes for English are outstanding and significantly above global averages. Over three quarters of the cohort achieved A* to A in English literature. On average, pupils achieved well above the grades predicted for them individually.

Boys and girls both perform at a high level across all phases. The targeted interventions and additional support that pupils with SEND and those with EAL receive have a positive impact on their progress.

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

Most children join the early years reciting numbers to 10 from memory. A range of well-planned activities supports children in developing a secure understanding of number bonds, sequencing, doubling and halving. They make excellent progress and by the end of Reception, most achieve in line with international expectations.

Primary pupils make rapid progress through the strong focus on understanding and applying mathematical concepts. Well-structured lessons include daily opportunities for number fact recall, problem-solving and reasoning, followed by targeted activities to consolidate learning. Year 4 pupils learn about coordinates through team battleship games. Having acquired this knowledge and fluency, they can accurately and confidently rotate and translate shapes. By Year 6, most pupils reach standards that are high in relation to international averages.

Pupils make excellent progress across key stages 3 and 4. In IGCSE examinations, most attain results which are well above England and international benchmarks, particularly those with the highest ability. In 2023, the large majority of pupils achieved A* to A grades. Most pupils also attained above international standards in further pure mathematics.

The first Year 12 sixth-form cohort continues to make very good progress. Year 12 pupils routinely participate with forensic focus on identifying and correcting common mistakes made in assessments. They are well supported by examination mark schemes and self-assessment criteria, resulting in a confident approach to assessments and examinations.

Primary assessment information reflects gender imbalances amongst the highest achievers. Girls do not perform as highly as boys, so the school has developed targeted intervention to build girls' confidence. Across other phases, there are no significant differences in the attainment of different groups.

Attainment and progress in **science** are outstanding in all phases of the school. Pupils of all abilities, including those with EAL and those with SEND make excellent progress and attain at high levels based on their individual starting points.

By the end of Reception most children make excellent progress so that almost all reach age-related expectations in knowledge and understanding of the world. They explore living things by growing vegetables such as tomatoes and long beans. They observe how plants grow and appreciate that all plants need water and sunshine to thrive. Children have created a home for some snails that they have collected and ensure that the snails have a healthy diet of carrots and broccoli.

Pupils in the primary phase continue to make exceptional progress through hands-on, investigative learning. For example, they make predictions and test their hypotheses about whether the size of an object affects the size of a crater. They research to better determine where water comes from and describe and understand the water cycle. Older pupils refine their investigative skills as they measure and record observations. In Year 2, pupils were enthused by researching the differing habitats that exist across the globe and drawing conclusions about which animals would thrive in each habitat. In Year 6 pupils explored the concept of classification to reach conclusions about how to classify living things. At the end of Year 6 almost all pupils attain in line with or above international standards.

In the secondary phase pupils continue to make excellent progress and attainment is very high. In a Year 9 physics lesson, pupils apply their understanding of weight, mass, and gravitational pull to real world space exploration contexts. Year 12 pupils enhanced their experimental skills in A level physics and further developed their understanding of the practical uses of waves in medical physics and music. At IGCSE more pupils achieve A* to A than internationally in all three sciences although there are some variations between subjects. There is no significant difference between the progress made by boys and that of girls or those with additional needs.

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

In IGCSE over half the cohort achieved A* to A grades in all subjects compared to their likely predictions of just under a third. This means that on average pupils gained over half a grade higher than predicted in their IGCSE examinations. Their results were significantly above international averages. Pupils with EAL performed significantly better than expected and those with SEND achieved in line with expectations. Overall, more boys than girls exceed their individual expectations.

In primary, experienced specialist teachers teach music, computing, art, design technology (DT), physical education (PE) and Thai and other languages. This means pupils receive high quality teaching to make excellent progress across a range of subjects. For example, in art Year 4 pupils were making clay pots, and in DT Year 1 pupils were designing and making model slides for the playground.

- **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 outstanding 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 the standard (see Standard 5 below).
- 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 the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during March 2024, 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.

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 quality of the **curriculum** is outstanding. It is values-led and meets the school's commitment to engage, inspire and extend pupils' love of learning. Importantly, it includes adaptations to reflect local culture.

Children in the early years follow the early years foundation stage (EYFS), an enriched programme of study to successfully attain early learning goals. This continues seamlessly into the delivery of the National Curriculum for England leading to wide choice of IGCSE and A-level examinations.

Rigorous planning and secure curriculum modifications using assessment information, ensure that the needs of pupils with SEND and EAL are well addressed. Specialist teachers provide targeted support, enabling pupils to gain access to the curriculum and to develop wider learning skills.

Regular evaluation of the curriculum ensures that it remains up-to-date and relevant. Consequently, pupils are always keenly engaged in lessons. There has been a recent review of the curriculum with a focus on unconscious bias to reinforce the school's commitment to equality and inclusion.

Careers workshops and discussions with industry professionals and higher education experts enable older pupils to make informed choices. Counsellors and teachers provide high-quality guidance and support for university applications. The living in the modern world senior programme encourages pupils to be better prepared for life after they leave school. Its focus on research skills and life skills, such as budget management, enables pupils to prepare for a successful university experience.

The support for transition between phases is extensive. Children in the early years visit primary lessons and the playground to familiarise themselves with new routines. Transition systems between primary and secondary involve teachers sharing data and planning joint lessons to support pupils as they move into secondary.

The school promotes British values through leadership opportunities, debates, and a school-wide focus on the importance of being inquisitive and resilient. British history and culture permeate the curriculum. Year 6 pupils learn about the impact of migration across the world. The humanities curriculum focuses on events in British history looking at areas from the industrial revolution to present-day concerns about extremism.

The school actively promotes respect for people in line with the UK Equality Act of 2010. Across the school, well-planned units of inquiry ensure that teachers concentrate on all protected characteristics although, civil partnerships and gender reassignment are not yet legal in Thailand. This begins in the early years with topics around kindness and caring. Year 5 pupils participate in a social issues awareness programme conducting research around gender inequality and homophobia. The school's values of wisdom, kindness, and good manners support pupils in developing respect for the values of others.

A programme of around 400 extra-curricular and co-curricular activities effectively extends pupils' holistic development. Participation rates are high, with around 91% of pupils attending at least one activity, ranging from sports, Thai and Scottish dancing, mindfulness, and photography. Numerous residential trips further enhance the curriculum and widen pupils' experience of their local environment and the world. These include trips to historical sites such as Ayutthaya, conferences, and competitive sports events.

The school's personal development programme is exceptional and prepares pupils for the next stage of their education. The curriculum maps the expectations of the National Curriculum for England's statutory guidance to develop age-appropriate teaching and to provide support on topics such as well-being, relationships, and online safety. This enables pupils to develop greater confidence and make informed decisions.

The school is developing strong links with local community partners in addition to King's College Wimbledon to further enhance the curriculum. This includes programmes for pupils from other schools and arranging for local experts to contribute to the school's curriculum.

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

Outstanding teaching contributes to pupils of all ages and abilities making rapid progress and achieving consistently high standards in all subjects. Teachers' subject and pedagogical knowledge is extensive. Lessons are highly interesting and engaging. They meet the needs of individual pupils very well.

Positive teacher and pupil relationships create a climate conducive to effective teaching and productive learning. Lessons are always orderly because pupils' independence in learning is highly developed alongside collaborative learning skills.

Pupils enjoy their lessons, trust their teachers and are confident that their teachers will support them. They take risks with their learning and show a real determination to succeed. They delight in celebrating success. Equally, they are not afraid to make mistakes and see them as a natural part of the learning process.

The behaviour for learning of pupils in lessons is excellent. They treat their teachers and each other with respect and they enjoy working together. They listen carefully to their teachers' clear instructions and willingly share their ideas when working in groups and in pairs. Pupils demonstrate sustained concentration and a deep commitment to their learning. They complete tasks on time and reflect carefully on their own progress. They appreciate that they are responsible for their own learning.

Teachers regularly provide opportunities for pupils to review and retrieve information from previous learning. Teachers' highly effective questioning, modelling and detailed feedback supports pupils in learning key curriculum objectives in small steps. This enables them to think more deeply about their responses. Teachers' clear explanations of learning objectives sharply focus pupils' minds on their learning and motivate them to achieve highly in lessons. Pupils with SEND are very well supported by additional staff in lessons and through curriculum adaptations, resulting in them making rapid progress.

Excellent teamwork and cooperation, as well as hard work and self-motivation, are common features of almost all lessons. This enables pupils to develop the skills they need to become effective learners. The school's learner profile and its enquiry-based approach to learning, support pupils to think critically, solve problems and develop their independent learning skills. Teachers use a range of good-quality, age-appropriate resources such as practical equipment, video clips and digital technology to enrich and broaden pupils' learning.

The school has a clear assessment policy. It sets out how teachers' assessments and results from formal external tests ensure the regular and accurate monitoring of pupils' learning over time. Regular monitoring of pupils' attainment and progress provides a solid framework to support teachers in setting accurate targets to meet the needs of all pupils. Regular learning sequencing provides teachers with relevant assessment opportunities to allow them to intervene appropriately and to give pupils concise oral feedback which enables pupils to address their misconceptions.

Self- and peer-assessment are actively encouraged so that pupils take greater responsibility for their learning. Formative assessment is a regular feature of lessons, resulting in teachers ensuring that learning activities are well-matched to pupils' needs. Lessons routinely provide support for the least able, pupils with SEND, and challenge for the most able pupils. Teachers provide suitable activities to support EAL learners so that the cognitive challenge in lessons remains high while supporting their language needs.

Teachers across all phases keep up to date with current UK teaching and research-based practice. The school's teaching and learning website serves as an excellent platform for teachers to share and exemplify best practice in teaching, learning and assessment.

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 (SMSC) development of pupils is outstanding.

Pupils are very proud to learn in an inclusive environment. They see the school as a community and appreciate the importance of treating every member equally. They value the encouragement to express their own values and views on ethical and other issues.

Pupils are enthusiastic about the extensive range of opportunities that the school provides. This reflects pupils' high levels of attendance, at approximately 95%, and their excellent punctuality to school.

Pupils' relationships with peers and adults are respectful, building an environment of high goals and achievement. Behaviour and attitudes to learning and school are outstanding. Incidences of bullying are very rare, and if they happen, pupils state that the school deals with them swiftly. The school's ethos promotes anti-bullying and creates a safe, supportive and kind environment.

Relationships between staff and pupils are a strength. Staff have high expectations and are excellent role models in showing pupils, through their own actions and

behaviour, how to form positive relationships. The school's values of 'kindness, good manners and wisdom' shine in every aspect of school life. Pupils confirm that they are happy, feel safe, valued and listened to by all members of staff. There is a strong pastoral structure in place with two school counsellors who support pupils' personal development.

The school actively promotes respect for others. Scrutiny of the curriculum shows that the school pays due regard to all of the eight protected characteristics outlined in the UK Equality Act 2010. The new appointment of a director of diversity, equality, inclusion and justice demonstrates the school's commitment to promote equality. The school's charity work and events such as 'Odd Sock Day' encourage community harmony and an awareness of the needs of others.

Across the school pupils benefit from LMW lessons that cover personal social, health, and economic (PSHE) education and sex and relationships education. In Year 10, pupils completed some thought-provoking work on homelessness, comparing the problem in the UK with the situation in Thailand. In response to images, they debated the causes of homelessness and what solutions there might be.

The house system provides a common vision and sense of belonging for the school community, and house points reward and promote good behaviour. Pupils are polite and very welcoming of visitors. They show high levels of confidence and self-esteem. They appreciate cultural diversity and realise the consequence of prejudice and racism. They are aware of their responsibility to contribute to an inclusive environment and they understand how their behaviour affects others.

Assemblies reinforce the values of the school and recognise pupils' achievements and particular talents. They are also an important vehicle, along with the wider curriculum, for raising pupils' awareness of their own and others' beliefs. Events such as International Day celebrate a range of world cultures and religions. As a result, pupils demonstrate tolerance of, and respect for, those from different faiths and cultures. All pupils enjoy the opportunities to celebrate Thai culture and their own traditions. Pupils participate enthusiastically in days of celebration, for example Loy Krathong and Remembrance Day services.

The rich curriculum ensures pupils have a good knowledge of Thai heritage, and public institutions in Britain, such as the UK Parliament. Pupils were highly knowledgeable about the death of Queen Elizabeth II and the Coronation of King Charles III. The British values of democracy, the rule of law, mutual respect and individual liberty are

interwoven into the schools' life and curriculum. For example, Years 10 and 11 pupils explore the importance of law and justice in society through their reading of 'To Kill A Mocking Bird'.

The school offers pupils of all ages opportunities to take responsibility in meaningful roles from a diverse range of leadership activities. Elections for the school's council, play leaders and eco-committee members give pupils an insight into the democratic process, and what it means to represent the views of others. Pupils in the senior school relish the leadership opportunities which help them to grow in confidence and responsibility. They demonstrate their strong commitment to ECAs through leading activities such as reading and setting up a robotics club for younger children.

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

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

The school meets the requirements of the standard and the regulatory requirements and cultural obligations of Thailand. School leaders ensure that the safety and welfare of staff and pupils have a high priority and that all health and safety policies are effectively implemented.

There is a strong culture of safeguarding across the school which is firmly integrated into routines. Policies to protect and care for pupils and staff are well thought out. Arrangements for child protection and safeguarding are continually updated to reflect changes in UK legislation and guidance. They reflect the school's commitment to inclusion and its aim to meet the needs of all pupils. There is regular update training for all staff, and they have access to an electronic system to register any concerns about pupils' safety. Consequently, staff understand exactly what their safeguarding responsibilities are. The experienced and qualified safeguarding leaders deal appropriately with all concerns, responding anticipatorily when necessary.

Pupils state that they feel known and valued despite the rapid increase in the size of the school. Pupils spoke of the prevailing harmony that exists in the school and did not perceive bad behaviour, bullying or lateness to be an issue. Pupils value the weekly well-being survey which allows them to express concerns or give feedback, and they feel that the school is maintaining a balance between academic excellence and their well-being. A number commented on how they saw the school evolving,

improving and being responsive to their feedback in helping them feel secure in a supportive community environment.

Keeping pupils safe when using the internet is a priority, with good security on the school's internet and age-appropriate training for pupils. There are rigorous risk assessments for all appropriate aspects of school life, including when pupils take part in off-site activities. Leaders undertake fire risk assessments and take appropriate steps to ensure that the school complies with all fire-safety regulations. A detailed audit of all safety is undertaken regularly. Senior leaders also keep track of any 'near miss' incidents.

Leaders make sure that the premises are healthy and safe. Security staff monitor the school's site and check visitors at the entry to the site throughout the day. The behaviour of pupils in lessons and around the school is excellent and reinforced through the very recently revised positive behaviour policy. This exemplary behaviour in lessons contributes significantly to pupils' sustained high levels of progress.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school conducts rigorous checks on all staff who work at the school, volunteers, governors and outsourced companies. These checks are meticulously recorded on a single central register (SCR) by the human resources (HR) department, which also follows up references verbally and checks applicants' social media activity. The SCR is regularly scrutinised by leaders with spot checks by governors too. Checks include identity, qualifications, two references, work permits and the suitability to work with children. The SCR also records the latest date of safeguarding training for each member of staff. All staff complete both online and face-to-face training, including specific training regarding particular age groups. Everyone involved in the recruitment of staff has completed safer recruitment training. Training is also available in Thai. The designated safeguarding leads (DSL) are pre-emptive in looking at trends within school, working with counsellors and identifying wider world matters to inform their regular updates for staff. This results in a strong culture of safeguarding throughout the school.

In the current year, due to the growth in pupil numbers the school employed 42 new English-speaking teachers. The school attracts high quality teachers and gets many

applicants for each position. Teachers must have worked in the British school system and in most cases have had three years of teaching experience.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

The school has worked with parents, teachers, and leading architects to ensure that it has bespoke facilities that are well designed for pupils of all ages. The school limits class sizes to 22 pupils, but classes are generally smaller in early years and key stages 4 and 5. Pupils benefit from over 47,000 square metres of state-of-the-art facilities.

The early years centre comprises spacious and fully equipped classrooms with central breakout areas and outdoor learning spaces. There are also large playgrounds and shaded rooftop playgrounds, bicycle tracks, a climbing wall, a swimming pool, and a splash area. Specific medical facilities with beds and toilet facilities are available in the early years centre.

The primary academic block consists of modern and spacious classrooms for Years 1 to 6. The DT studio, robotics laboratory, drama, music spaces and the black box theatre are all optimised for learning digitally. The sensory room is specifically designed for pupils with SEND.

The central block provides Reception and offices, art studios, music classrooms and practice rooms, the dining hall, an auditorium with 625 seats, the concert room, the dance studio, the two-storey library, and a common room with a separate reading room for sixth-form students. In August 2024, 'the College', a new building that will house much of the senior school, will open. Fully equipped medical facilities are available to all pupils and staff.

Sports facilities are exceptional resulting in pupils being able to excel in different sports in line with their interests. Facilities include 10,000 square metres of high-grade artificial turf and real grass providing for all-round sports use, a sports centre with three indoor basketball courts, a mezzanine running track, a seven-metre climbing wall, a fitness room and a gymnastics studio. The aquatics centre comprises an enclosed, heated, saltwater Olympic-size swimming pool.

Exceptionally high-quality accessible facilities and plentiful resources support outstanding pupils' achievement. The learning environment throughout the school is very stimulating and celebrates pupils' outcomes.

Security staff, cameras and outdoor lighting ensure that pupils, staff, and the site remain safe. There are sufficient washrooms that are clearly labelled for adults' and pupils' use, including for those with disabilities. Pupils have access to drinking water throughout the school. Standards of hygiene are high. Air conditioning and soundproofing are always effective.

The facilities are very well maintained. A detailed audit of all safety is undertaken regularly. Senior leaders also keep track of any 'near miss' incidents. All staff are trained to understand that a healthy and safe environment is everyone's responsibility.

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. They report that their children feel secure at school and that they are always challenged to do their best. Parents value the school's curriculum as it promotes British standards and expectations. Most show high regard for the respect that the school demonstrates for Thai culture and heritage, as well as the focus on pupils' academic and personal development. One parent described the school as, 'An international school that values and understands Thai culture.'

The school makes good use of several systems and methods for involving parents in daily school life. In addition to annual surveys, coffee mornings and meetings with the executive principal, there are many workshops and information-sharing events. Around 175 parents have attended a recent parental effectiveness training programme, led by a special educational needs coordinator. This programme continues to run as so many parents have had recommendations from previous participants. National experts in the fields of safeguarding and higher education are also invited to support parents' understanding of key points.

The school's website contains all the required policies, including information about school events, admissions procedures and information relating to safeguarding, complaints, curriculum, behaviour and provision for pupils with SEND. The school informs parents about aspects of school life and provides contact information for leaders and governors in case they have any concerns.

Parents report that they see teachers and senior leaders visible around the school and willing to listen and respond to their views and concerns, including any complaints. They believe that the school listens closely to their concerns and acts upon these efficiently and sensitively.

Most parents value opportunities to become equal partners in their children's education through their involvement in the development of school policies. Parents also express huge confidence in the school's guidance and support for pupils entering higher education.

School reports are regular and comprehensive. They record pupils' achievements, share assessment information, and identify key areas for improvement. Parents in the early years enjoy contributing to the school's online platform which records their children's achievements. Parents in the primary and secondary phases appreciate the parent and teacher conferences which enable them to understand and support their children with their next steps of learning. They know that they can seek additional support and advice to discuss their child's learning when they need to. They trust the staff and value the concern staff demonstrate for their child's academic and social development.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

All policies are available on the school's website. The policy clearly states what the complainant can do if they are not satisfied with the response to their complaint. Including a hearing independent of the management of the school, allowing them to be accompanied if they wish. Despite the school informing parents about the clearly staged procedure in the complaints policy, they often choose not to use the process. They tend to take their complaints directly to a governor who is also a parent or the executive principal. The executive principal interviews parental representatives for each year group who put forward the views of their group in a balanced way. The executive principal also has coffee mornings and focus groups to garner parents' views. A senior leader is present at the school gate every morning and on duty every evening until 6pm for parental contact. Leaders also analyse survey responses. They are very responsive to parental requests and hold sessions to inform parents of the school's actions.

The school has dealt appropriately with the few recorded complaints to all parties' satisfaction keeping confidential written records as appropriate. However, the school handles most complaints and concerns informally. Parents appreciate leaders speaking to them rather than a response in writing. Senior leaders include complaints and concerns as a weekly agenda item in their meetings and look for trends, learning from parental comments.

Standard 8. Leadership and management of the school

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

Governance includes the board of directors, board of governors and the executive committee (Excom). The school also benefits from the experience of two King's College Wimbledon governors, the overseas team in Wimbledon and an honorary principal. The overseas team conducts annual quality assurance visits and aims to balance challenge and insight. They are keen to foster reciprocal support and development across King's College Wimbledon and King's College International School Bangkok to bring the communities together.

Excom meets with the executive principal and headmaster weekly, who are also members of Excom for a detailed scrutiny of the school's performance against a fixed agenda. This includes safeguarding, and health and safety, both of which are extremely strong aspects of the school. Excom holds leaders accountable and carries out an annual appraisal. Members of Excom respect their separate responsibilities and those of the school's leadership. They ensure that the school is operating legally and has clear financial policies and reserves. Since the school's inception, they have made it clear to all shareholders and stakeholders that their aim is not to maximise profit.

Excom spends a lot of time listening and talking to parents and plays a key role in creating links with the community. Members listen to pupils' views from key stage 1 upwards through the students' council. They also meet with the four pupils who have an academic excellence scholarship.

The new senior leadership team (SLT) including the new role of executive principal has been in post for under a year, but in this time, it has made a positive impact on the school. The SLT, which includes the head of early years, primary and the headmaster are knowledgeable, talented and ambitious and work hard to establish and embed priorities for the school. The team acknowledges that many systems and processes

have evolved rapidly and still require further integration. Leaders have been open to change and have listened to staff and parental concerns. They constantly reflect and maintain the high standards expected from their relationship with King's College Wimbledon. They lead by example and commit to very high standards.

The school has experienced huge growth in numbers over a short period of time. Leaders consistently communicate the school's vision and values, which replicate King's College Wimbledon, in regular meetings with parents and staff. Teachers are also held accountable for how they have contributed to the school's vision. Pupils embody the values of good manners, kindness, and wisdom.

Middle leadership is growing and new roles are being created as pupil numbers grow and needs arise. Their line managers hold them accountable while empowering them to make improvements in line with the school's three-year strategic plan. As a result, they have made considerable improvements in a short time. In turn, middle leaders have clear expectations of their teams. Leaders at all levels demonstrate excellent capacity for improvement.

Staff value the numerous professional development and research opportunities. These may be within school, in conjunction with King's College Wimbledon or externally recognised qualifications. Governors are very generous in supporting all types of professional development because they want to maintain high quality staff. Teachers support and learn from each other. The school's teaching and learning website is a superb resource where teachers share ideas and pedagogical practice. New teachers confirm that induction is of high quality, helping them to settle into the school quickly. The school aims to improve induction arrangements yearly following inductees' feedback. Almost all staff are proud to work at the school.

While the school is selective, it promotes equality and diversity and tackles discrimination robustly. There is a director of equality and inclusion who has completed much work with staff, parents and pupils regarding, for example, the use of acceptable language. She and the DSL monitor incidents and concerns closely to look for any trends and deal with these promptly. The school benefits from a gender and sexualities alliance group that has a clear voice in the school. The school is currently undertaking a curriculum mapping exercise with a focus on equality and inclusion so that they can say with certainty that the school is fully inclusive.

Inspectors saw a culture of kindness that permeated the school, resulting in happy children.

EYFS provision

The majority of children who start school in the early years have EAL needs and begin school at a level below that which is typical for their age. Despite this, children make rapid progress from their starting points with most meeting the expectations for their age in all areas of learning.

Leadership of the early years is highly effective. Leaders and teachers have a clear understanding of the needs of early years' children and how they learn.

Teachers use assessment well to check what children know and can do to influence their teaching. The early years' team builds a strong foundation for children to develop socially and academically. Teachers plan challenging and exciting learning activities based on their observations of children's needs, interests and stages of development across all seven areas of learning.

The rich, enabling environment is stimulating, welcoming and attractive, encouraging all children to investigate, explore and learn through first-hand experiences. Learning environments are flexible and responsive to children's needs and interests. The continuous provision is set up with relevant and appropriate resources, materials and learning opportunities that enable children to make independent choices about their learning. This supports them to begin to take ownership of their own learning.

Positive relationships are a hallmark of early years. The school's values of kindness, good manners and wisdom underpin all learning. Children behave exceptionally well. Adults provide excellent role models. They show children how to be kind and to respect others. They help children to take turns and share, resulting in a safe, harmonious environment where all children thrive and feel secure in exploring new learning.

Partnerships with parents are excellent. All classes have an open-door policy whereby parents are able to visit their child's classroom and speak to teachers at drop off and pick-up times on a daily basis. The school hosts numerous parental workshops and courses throughout the year. These support parents to actively participate in their child's learning.

The well-integrated approach to both the specific and prime areas of learning ensures that the vast majority of children are well prepared for the demands of the Year 1 curriculum.

Post-16 provision

Leadership of the sixth-form provision is temporarily with the head of teaching and learning until the newly appointed leader takes up the permanent role in the following year. This is the first year of the sixth form. There are currently 44 Year 12 students, but next year the sixth form will expand to Year 13 when students will take A levels for the first time. Attendance is in line with the rest of the school.

Students can choose from 19 different A levels plus the International English Language Testing System (IELTS). The school also offers the choice of the extended project qualification (EPQ) or the King's College essay. There are currently no vocational options. The school ensures students receive tailored advice to follow personalised pathways. All have at least a grade C in English and mathematics at IGCSE.

Students state that they enjoy their lessons where teachers give them focused and more in-depth knowledge. They also appreciate their tutors who focus on their personal development and welfare. They enjoy the weekly well-being surveys. They like being in a vertical tutor group where they interact with senior pupils of all ages.

The sixth form provides a strong enrichment curriculum to engage, inspire and extend students beyond their academic studies. These include competitions, societies and clubs, lectures from teachers and visiting speakers such as King's College Wimbledon alumni. There are also plenty of leadership opportunities, such as student-led committees and societies, prefects and captains of school. As part of leadership and wider service, students may teach children in local schools or support early years and primary clubs in school.

Students benefit from high quality regular careers advice as well as broader preparation for university in the curriculum. Universities visit the school and the links with King's College Wimbledon provide a valuable resource.

The sixth form is still in start-up mode and many more opportunities are already planned to promote students' development and well-being.

Compliance with regulatory requirements

King's College International School, Bangkok 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 point for development:

King's College International School Bangkok has grown in just three years from 350 to 1,350 pupils with a corresponding increase in the number of teachers. While the school has worked exceptionally hard to put in place all its policies, systems and procedures, some of these now need refining and consolidating. Leaders should continue to listen to all stakeholders to hone and embed their systems and procedures in order to achieve their aim to be one of the best schools in Asia.

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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School Details

Name of school	King's College International School Bangkok
Type of school	Private, co-educational, selective.
Date school opened	September 2020
Age range of pupils	2 to 18 years
Gender of pupils	Co-educational
Number on roll (full-time pupils)	1357
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	565,000 to 990,000 baht
Annual fees (boarders)	n/a
Address of school	727 Ratchadaphisek Rd Bang Phong Phang, Yan Nawa Bangkok THAILAND 10120
Telephone number	(+66) 2 481 9955
Email address	info@kingsbangkok.ac.th
Executive principal	Sarah Raffray
Proprietor	Excellence in Education Thailand (XET) Professor Sakorn Suksriwong - Chair of the Executive Committee.

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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