

# Harrow International School Bangkok

## British Schools Overseas Inspection Report

Inspection Dates: 13 to 16 March 2023

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Age Group: 18 months to 18 years

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## Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by five 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 BSO standards. 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 DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this and all other standards are met'.**

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 the school handles complaints
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

Harrow International School, Bangkok, is a British-curriculum, privately owned, co-educational, selective school. It is located in the Don Mueang District of Bangkok. The school opened in 1998 and was the first of Harrow London's international schools. There are now six Harrow International schools. It will celebrate its Silver Jubilee this September. The proprietors are Asia International Schools Ltd (AISL). There are currently 1,713 pupils on roll aged 18 months to 18 years, making it average sized compared to other all-through schools. The school has boarding facilities and currently has 169 pupils who board either weekly or longer term.

There are 35 nationalities represented, with the largest group being Thai. While the school is selective, with academic admissions criteria, it is also committed to diversity and inclusion. Most pupils have a language other than English as their principal language. Just 196 of these 1,590 pupils with English as an Additional Language (EAL) need extra provision to give them access to the curriculum. There are 167 pupils with special educational needs and/or disabilities (SEND), who have access to three tiers of support. Learning plans are in place for 34 pupils.

Children in the early years follow the AISL Harrow early years curriculum, which is fully aligned to the English early years' framework adapted for the international and Harrow contexts. In key stages 1 to 3 pupils follow the English national curriculum, enhanced for the context and background of pupils. All learning is underpinned by high-performance learning (HPL). This leads to GCSE and A-level courses in a wide range of subjects. All pupils go on to attend universities around the world with the largest percentage going to the UK, including to Oxbridge.

The COVID-19 pandemic did not have a detrimental effect on academic results at GCSE and A level. However, the levels of English and social development of early years children were significantly affected. In the upper school, online learning affected pupils' ability to communicate effectively in a group. The school has increased its safeguarding and pastoral systems across the school in response to need. These include the well-being curriculum and increased counselling provision.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by five Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the

inspection. Inspectors had access to information about the school before the inspection. Over four days, the team observed 104 part lessons, 14 jointly with school leaders. The team also attended five assemblies and visited 45 extra-curricular activities. Inspectors held 39 meetings during which discussions with governors, staff, pupils, parents and carers took place. Inspectors scrutinised pupils' work, surveys of the views of parents, pupils and staff and school documents and generally observed the school at work.

## Evaluation of the school

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

The school meets all of the 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 across all phases of the school. On entry into the early years, almost all children have skills below those typical for their age. By the end of Reception, most have made accelerated progress and are working above UK average levels, particularly in communication and language.

In pre-prep, pupils continue to make excellent progress in their reading skills through exposure to a wide range of texts. As their confidence in reading increases, the focus moves to widening their vocabulary and developing accurate grammar. They are encouraged to read for inference and explore the author's purpose in influencing readers. For example, in a Year 5 class, pupils successfully identified the persuasive elements of a speech about climate change by Greta Thunberg. Many pupils routinely use thesauruses and online dictionaries to enhance their writing. By the end of Year 5, most pupils are working at least one year ahead of UK age-related expectations across all skills in English.

Pupils' attainment at IGCSE is well above UK averages. This is particularly noteworthy as the majority take English as first language at this level. There is a focus on detailed text analysis to aid comprehension. This also encourages pupils' ambitions as writers. In a Year 10 lesson, pupils analysed how the author, Adichie, utilises her own personal experiences to juxtapose the role of the oppressed female characters in the novel 'Purple Hibiscus'. Opportunities for extended writing are increasing, both in lessons and as part of study tasks. By Year 11, pupils can evaluate a range of poetry, reflecting upon

complex ideas, using this as an opportunity to develop their personal responses to literature. They are also able to present critical and evaluative commentaries of key texts.

Results at A level are impressive and improving over time. Sixty-nine per cent of students achieved A\* to A in English language and 71% in English literature. This is well above UK averages. In the sixth form, pupils can critically compare the conclusions of 'Frankenstein' and 'The Handmaid's Tale' and create extended evaluative commentaries. There are no significant gender differences in attainment.

Attainment and progress in **mathematics** are outstanding. Pupils of all abilities, including those with SEND and EAL, make excellent progress and attain well.

In the early years attainment is high and children make excellent progress. By the end of Reception, they successfully use number bonds and accurately add and subtract using numbers between one and 10. They can count beyond 10 and they understand the difference between 'one more than' and 'one less than'. Children explore and talk about 2D and 3D shapes and can combine shapes to make new ones.

In pre-prep pupils continue to make progress at a rapid pace. In a Year 2 lesson they made excellent progress in developing a detailed understanding of counting in fives and were confident users of the five-times table by the end of the lesson.

By the end of Year 5 most pupils have reached the standards expected of Year 6 in the UK. In a Year 5 lesson pupils successfully completed a range of demanding activities linked to constructing improper fractions and converting mixed numbers into a decimal accurately.

Attainment at IGCSE is very high when compared with similar pupils internationally. Seventy per cent achieved A\* to A and in additional maths 89% achieved A\* to A. On average this was over half a grade higher than predicted. All groups of pupils make excellent progress, but those with EAL and SEND made even better progress.

Large numbers of students in the sixth form study mathematics and/or further mathematics. They achieve similarly high standards to IGCSE pupils but their progress is even more impressive. On average students achieve more than a grade higher than predicted. External results at GCSE and A level have improved over the past three years.

Attainment and progress in **science** are outstanding across all phases of the school.

In the early years, almost all children make significant progress in relation to their starting points and outcomes are well above UK averages. Staff provide many opportunities for children to develop their understanding of the natural world. For



example, by looking at similarities and differences between animal habitats and the impact of pollution on their lives.

By the end of Year 2, pupils can use simple scientific language to communicate what they have learned. They can identify and classify plants and animals and record their findings on simple charts. Almost all continue to achieve above expected levels and make excellent progress.

By the end of Year 5, assessments indicate that almost all pupils consistently achieve above UK age-related expectations. Pupils continue to make progress and expand their knowledge. They can form opinions based on information and data from a range of sources and suggest solutions to problems, for example the impact of pollution and natural predators on the life cycle of sea turtles.

The school has maintained a positive upward trend in academic performance in IGCSE and A level over a prolonged period. IGCSE results are outstanding in the three science disciplines with almost all pupils achieving grades A\* to A in biology, physics and chemistry. This performance level has been maintained during COVID-19 with almost all pupils achieving or exceeding predicted grades.

A-level results are also outstanding and almost all pupils achieve A\* to A grades. Examination results are significantly above UK and international standards. The school outperforms all other schools in Thailand and numerous students in all disciplines are recognised in the UK and internationally in the Cambridge Outstanding Learner Awards.

In computing, across the school pupils make outstanding progress from their starting points. Their attainment in IGCSE and A-level computer science examinations is well above the England national average. In 2022, 69% of A-level students gained A\* to A. At IGCSE, 85% of pupils gained A\* to A grades. Their rates of progress are consistent across the school and within the different groups of pupils.

Children in the early years confidently play with robots that they control using a device, changing direction and making different sounds. They understand the importance of their input if the programmable toy is to follow their commands. They use well-developed positional language to discuss the routes and speed they plan for the robot as it moves across the floor.

By the time they reach Year 5, pupils' skills and knowledge in computing have improved rapidly. Their attainment is well above UK age-related expectations. They learn in a digitally rich environment where they use and apply their understanding and skills in

computing across the curriculum. For example, they can digitally represent an increasingly sophisticated range of data and information.

From Year 6 onwards, pupils build on their knowledge of coding, using programmable devices. They navigate adeptly between different software programmes to gain access to tasks and find help when needed.

Upper-school pupils experience an exciting and varied range of opportunities, including science, technology, engineering and maths courses and wider cross-curricular links. Examination outcomes for pupils continue to be exceptional, with expectations remaining high from both staff and the pupils themselves.

In Year 11, pupils confidently discuss the merits of using python and pseudo code and they can explain the benefits and disadvantages of both.

A-level students develop a good range of skills such as thinking analytically, logically and critically. In addition, they think creatively as they apply practical programming solutions.

Students' success as they progress to the university of their choice is testimony to the quality and range of their computing experiences at Harrow.

Pupils make outstanding progress in a range of **other subjects** across the curriculum to reach outstanding standards. At IGCSE 65% of pupils achieved an A\* to A grade, achieving on average half a grade higher than predicted. Harrow achieved the best results in Thailand at A level with 69% achieving A\* to A grades, again adding on average one full grade higher than predicted. These standards are well above the average of UK independent schools.

The school challenges pupils as high-performance learners right from the start of their school journey in the early years. As a result, most pupils in Year 5 reach the levels of skill and expectations of the England national curriculum one year earlier than pupils in the UK and other international British-curriculum schools. Targets are set against these high standards. Well-being lessons in the Lower school and growth, relationships, identity and tenacity lessons in the upper school encourage pupils to consider their own attitudes and actions regarding others and contribute successfully to their personal development.



## 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.

### **Brief references to any key strengths and weaknesses**

As a result of this inspection, undertaken during March 2023, the school has demonstrated that it meets the BSO standards (2017 updated) 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 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 quality of the **curriculum** is outstanding. It is broad and balanced and encompasses the school's core values, vision and the local environment and culture. It provides a coherent and progressive plan of learning opportunities for pupils.

The AISL Harrow early years curriculum is fully aligned to the standards in England's early years foundation stage (EYFS). Adaptations to the international and Harrow contexts enhance this curriculum.

The curriculum in the Lower school is based on the English national curriculum and has a planned approach to developing thinking skills through HPL. In the Upper school the curriculum is designed to prepare pupils for the demands of a range of IGCSE subjects. In the sixth form a wide choice of A-level courses enhanced by a super-curricular programme develops students' personal qualities and values alongside their academic studies. A personal, social and health education (PSHE) curriculum throughout the school centres on personal growth, developing relationships and identities and tenacity.

The school promotes British values throughout its curriculum and provides a strong basis for entry to the English educational system at any stage. Sixth-form students agreed that they are well prepared for university in the UK or elsewhere. There are opportunities to learn about Britain in the past and today. Pupils study British texts, learn about Elizabethan England, World War II and the royal family. They understand that Britain is a democracy and they know how to use the National Health Service. They support the annual poppy appeal and celebrate Christmas. They recently explored the role of immigration in Britain's development.

A wide range of 290 extra-curricular activities extend pupils' holistic development. Activities include sports, drama, theatre productions, fencing, drone operation and Thai dancing. Participation rates are high and all pupils sign up for at least one activity. For many pupils, involvement includes being part of a specialist academy which allows them to excel in their chosen activity.

Pupils also gain real-life experiences from curriculum-enhancing trips including an ecology field trip, a visit to Bangkok to highlight the juxtaposition of wealth and poverty

and trips to the local area e.g., Ayutthaya to increase their appreciation of Thai language and culture.

The curriculum promotes respect for different groups in line with the UK Equalities 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. Pupils study the effects of disability in the context of creating harmony across society and also study the impact of pregnancy on family life. They explore the major world religions including Buddhism and Sikhism and celebrate the Chinese New Year. There is a LGBT history month in the annual calendar and pupils explore different cultures, races and attitudes in lessons, assemblies and student-led committees. Discussions with pupils reveal the great importance they place on learning in an inclusive environment.

Pupils receive guidance on moving from one phase to another. Teachers from different phases meet to share data on individual pupils and plan learning opportunities that bridge different phases.

In Year 9 pupils complete a psychometric test to establish a careers profile which supports them in selecting their IGCSE options. In Year 11 there is a work-experience programme and pupils enjoy several careers workshops. Guidance on university applications is extensive and includes visits from representatives of many UK universities. In 2022 90% of students gained acceptance into their preferred university.

Local guest speakers and alumni extend the pupils' understanding of the different societies and the world of work. Several local organisations provide extra-curricular activities. Pupils recognise the need to support the less fortunate in society and support charities, including those helping refugees in the north of the country.

The quality of **teaching** and pupils' **learning** is outstanding. Teachers' subject and pedagogical knowledge is extensive and used to plan and teach lessons that are interesting, engaging and meet the needs of individual pupils very well.

Positive teacher-pupil relationships create a climate conducive to effective teaching and productive learning. 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 of pupils in lessons is excellent. They treat their teachers and each other with respect and they enjoy working together. They listen carefully to teachers' instructions and willingly share their ideas when working in groups. They appreciate

the need for sustained concentration and 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.

Lessons are carefully planned and include clear learning objectives accompanied by a range of activities to achieve the relevant skills and understanding. Pupils are clear about what is being learnt and what success looks like. Teachers include time for pupils to reflect upon their learning as lessons progress.

Teaching proceeds at a lively pace. Transitions from one activity to the next allow rapid progress in learning. Careful planning by teachers ensures that the activities become increasingly challenging as the lesson progresses for different groups of learners. Lessons are inclusive because no pupil is left to struggle.

Teachers use questioning very effectively to encourage pupils' learning. Questions both check on understanding and deepen it. Teachers encourage pupils to ask questions as one way of hypothesising about an event, situation or investigation. They also encourage pupils to ask the key questions of 'How well am I doing?' and 'What do I need to do next?' as a means of assessing their own performance. On occasions, and especially in the upper school, some pupils are reluctant to volunteer answers or contribute to class discussion unless specifically requested to do so by their teachers.

Support staff, including those working with pupils with EAL and SEND, play a valuable role in classrooms and help pupils to make excellent progress. Teamwork among staff is exceptionally good with teachers and teaching assistants planning teaching and learning activities together. Teaching assistants know the strengths and areas for development of individual pupils very well. They are effective working on a one-to-one basis or with small groups of pupils.

The regular monitoring and tracking of pupils' work is an embedded feature across all phases of the school. Benchmarking a pupil's starting point is a key feature of assessment and learning targets are set for each pupil in all subjects. The tracking and analysis of pupils' performance effectively inform teachers' future planning.

Pupils receive high-quality feedback on their learning. Verbal feedback in lessons is highly effective in helping pupils to consolidate their understanding. Written feedback is frequent and both types serve to tell the pupils what they have done well and what they need to do to improve.

## 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.

The school is a highly inclusive community where 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, gender reassignment, marriage and civil partnership, sex, race, religion and belief. The school is unable to meet fully the requirements in respect of civil partnership and gender reassignment due to the current laws of Thailand.

Staff and pupils maintain high standards in all aspects of school life and work in harmony to create a welcoming ethos where cultural diversity, faith and individuality are celebrated. Pupils of all ages and in all areas of the school exhibit exemplary behaviour and relationships with staff and with other pupils. They are confident, courteous and considerate.

The well-structured PSHE programme nurtures pupils' personal development. It is mapped across the school with cross-curricular links and age-appropriate content. In early years, pupils explore their own identity and develop their sense of self through an embedded emotional-literacy curriculum. Social-skills training and role play encourage reflection on the impact poor decision making has on relationships. Pupils begin to understand about trust in relationships and develop the personal resilience they require for positive well-being in school and beyond.

The school provides a holistic learning experience for all pupils. All staff are committed to providing experiences that prepare pupils for life beyond the school and consistently link lesson content to the world. Pupils develop a sense of moral responsibility based on the Harrow core values of courage, honour, fellowship and humility. The Lower school iRules and upper school leadership attributes are the basis on which pupils behave, interact with each other and develop appreciation of the impact of their actions on others.

Pupils develop their knowledge and understanding of past and modern-day leaders in the UK. They deepen their understanding of British institutions such as parliament

and essential and emergency services including health, police and the fire service. The whole school celebrates key events and commemorates important historical anniversaries such as Remembrance Day. Pupils learn about the British Empire, trade development, slavery and Britain's industrial past. As they progress through the school, pupils are able to compare and contrast aspects of UK society with those in Thailand and other countries with increasing complexity.

British values are evident in daily school life. Pupils further their understanding of democracy through the election of pupil representatives across the school. Pupil debates on the essential qualities of an effective leader have led to a more diverse group of representatives being elected. Respect and tolerance for others encourage the freedom for pupils to express different personal views. The protected characteristics of the UK Equality Act are embedded into the PSHE curriculum and adapted to the Thai context.

International Day celebrates many cultures and faiths. Prayer space is available for pupils' religious observations.

Pupils deepen their understanding of cultural diversity and the positive impact of charitable ventures through practical engagement with the organisations that the school supports. They contribute time and resources to a local paediatric hospital and to a charity school for displaced families on the Myanmar border. Regular visits bring daily living assistance and learning resources.

Pupils develop leadership skills in all aspects of school life. Some represent their stage of the school on pupil councils where they can express their views and opinions. This and questionnaires, surveys and focus groups provide senior leaders with an important insight into their views of school life. Other positions of responsibility include digital leaders, play leaders and global leaders. Together they coordinate school assemblies and whole-school events to share important information on topics such as climate change and world poverty. The school supports many charities both local and international.

## **Standard 3: The welfare, health and safety of the pupils**

The school's arrangements for the welfare, health and safety of pupils are outstanding. The school provides an environment where pupils and staff are exceptionally well cared for and thrive as a result. Procedures for safeguarding are considered to be the highest responsibility of all staff. The sophisticated arrangements, which exceed local



requirements and conform to UK practices and requirements, ensure that all staff are fully aware of their responsibilities through regular training. The school trains designated safeguarding leaders to a high standard and provides them with an extended understanding of how to support pupils at risk of self-harm or suicide. The school's counselling team is on hand to provide targeted support for pupils' welfare. Reporting systems are digital and systematically monitored to aid decision making. Parents and pupils are fully aware of safeguarding procedures and how to obtain access to additional help. Policies and practices are regularly reviewed to respond to any incidents or changes in the law.

A wealth of information is available about pupils' well-being, from the daily 'digital check-ins' to wider curriculum initiatives. The data is well analysed to plan targeted support. For example, currently a special programme, Zones of Regulation, is successfully helping pupils to gain a deeper understanding of their emotions and the impact they have on their learning. Leaders take care to put the individual pupil at the centre of all decision making. Pupils confirm this. This personalised support for individual pupils enhances their levels of achievement and progress. New pupils have a 'Harrow Shepherd' to help them settle into the school more easily.

The many school nurses based across the campus together with visiting medical staff provide high-quality medical support. Procedures for dealing with all medical needs, including injuries and medication needs, are well established and record keeping is rigorous.

Standards of behaviour are extremely high. The school deals with any incidents of inappropriate behaviour or bullying immediately. Pupils have a good understanding of the anti-bullying message. They reported that policies are fair and sanctions rarely needed. Across all phases, pupils are aware of cyber-security needs and most know how to keep themselves safe online and who to turn to for support.

The school is highly diligent in its approaches to ensuring the safety of all pupils. Daily checks ensure that the premises and equipment are safe for use. Well-established security systems and personnel protect pupils from any unauthorised intrusion. Regular risk assessments ensure that all activities are safe. Written policies are comprehensive, meet local laws and are regularly reviewed in light of any incidents. Fire regulations and procedures are as stringent as they are in the UK. Arrangements for safe transport are well established with clear record keeping and monitoring of incidents. Support staff undergo the same checks as teaching staff and are well aware of their safeguarding responsibilities.

Attendance for the current academic year averages 97%, which is well above UK average levels.

## **Standard 4: The suitability of the proprietor and staff**

The school meets the requirements of this standard.

The appointment of staff follows a rigorous recruitment process to ensure that new staff members are fully compliant with all requirements and have the necessary skills and aptitudes to contribute to the school. This includes professional qualifications, visa, police checks, reference checks, medical profiles and health checks. No member of staff, including volunteers, takes up a position until these checks are complete.

The process of maintaining staff records is outstanding. The school has established an exemplary single central record for all staff. This comprehensive profile is stored electronically to maintain a high level of confidentiality. It includes date reference to checks of all key documents, which verify identity, suitability to work with children and professional and academic qualifications. This includes passport, ID, references, police checks and verification of qualifications. The record is continually updated to record the participation in and completion of safeguarding training and professional development.

Written and electronic records and data are highly organised and accessible. They allow filtering for ease of analysis and generate alerts should the validity of specific documentation expire. Access to the school is strictly monitored by onsite security staff and it is a requirement that all visitors, parents and staff display visitor ID badges at all times.

## **Standard 5: The premises and accommodation**

The school meets the requirements of this standard.

The quality of the premises and accommodation is outstanding. Classrooms are well equipped, with digital technology as well as other resources, making learning more accessible and promoting greater progress. Corridors and communal areas facilitate easy movement and are well used as additional learning spaces for individual pupils. Displays of high-quality pupils' work set high expectations and inspire other pupils.

There is a vast range of well-resourced and well-utilised specialist sports facilities. These include an athletics centre, a gymnastics hall, rugby, football and tennis pitches,

a swimming pool, a climbing wall and a lake used for a variety of water sports. These, and the well-designed creative arts facilities, enable pupils to develop skills to a very high level and compete at national levels. The early years children have access to outdoor learning spaces that are easily accessible from the classrooms as well as indoor spaces for physical education. Libraries provide a wide range of books and resource materials as well as comfortable places for pupils to read.

Most outside areas are suitably protected from the sun. Washrooms are sufficient for the number of pupils, are regularly cleaned and provide appropriate washing facilities. There is safe access across the site for pupils with additional needs.

The school's highly effective operations team ensures that pupils' safety has the highest priority. The daily checks include monitoring of buildings, toilets, grounds and classrooms to ensure that they are cleaned and maintained to a high standard. All entrances and exits are well monitored. There are clear directions for safe drop off and collection of pupils, so pupils arriving at and leaving school know that they are safe at all times. Arrangements to provide a welcoming, yet safe, access for parents and visitors are well established.

## **Standard 6: The provision of information for parents, carers and others**

The school meets the requirements of this standard.

Surveys of parents indicate that they are very supportive of the school. These positive views were confirmed at a meeting of parents with a member of the inspection team.

The provision of information for parents is of high quality and is readily available. Parents receive comprehensive and informative written reports at the end of term. The reports contain a wealth of information on attainment and progress across subject areas. Parents say how much they value the way pupils can provide their own feedback on their termly performance. Regular consultation meetings with teachers complement these personalised reports, which parents say provides a rounded picture of their child's performance.

As well as the formal meetings, teachers are available to speak to parents about any issues and parents report that appointments to see teachers or senior staff are available without delay. In line with best practice, the class teacher or tutor is the first point of reference for parents with queries or concerns. Parents appreciate this, as they feel that the class teacher is the one who knows their child best. However, they also

comment on the approachability and readiness of school leaders to meet them if necessary.

The school website contains all the information required for prospective parents and is easy to navigate. A weekly newsletter is available in English and Thai. Parents report that the format of these newsletters has changed following feedback from them. They welcome the fact that all the information they are likely to need is readily available in one place.

The school regularly seeks parents' views through surveys, coffee mornings and the Friends of Harrow group. This shows very high levels of satisfaction with the school. Parents also say that the school responds very effectively to all reasonable requests for information. They feel their views are heard and taken into account.

Parents report that their children are happy to come to school because they feel challenged and safe and enjoy good relationships at all levels. Excellence in academic subjects is a strength parents value, but equally they point to the numerous opportunities for their children to develop sporting, musical and artistic talents.

Feedback from parents has also resulted in more workshops focusing on, for example, phonics, university preparation and supporting children's well-being and mental health. Consequently, they feel a valued part of the school community and say that the school works well in partnership with them to provide their child's education. 'I am proud to be a part of this unique school community where my children have flourished' is typical of the comments made by parents.

## **Standard 7: The school's procedures for handling complaints**

The school meets the requirements of this standard.

The complaints policy is available to parents upon request via a link on the website. It complies with all requirements. The staged procedure outlines how complaints will be dealt with and by whom. The school records all complaints received with details of the issue and their resolution. All complaints are dealt with swiftly, to the satisfaction of parents, either in writing or through face-to-face meetings. The parents inspectors spoke to said that concerns rarely went beyond the class teacher but that leaders are accessible and willing to listen. The head teacher regularly attends Friends of Harrow parent meetings to hear their views. It is clear that the school has changed some actions, procedures or communications as a result of parents' suggestions.

## Standard 8: Leadership and management of the school

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities and ensures that the BSO standards are fully met.

The headteacher has made positive changes over recent years, supported by the very able executive leadership team. The changes in culture and to the school as a whole have had an impact on raising standards and outcomes. They have also resulted in improving the experience of pupils. Leaders communicate high expectations. The school has a strong capacity to improve still further.

The vision, based on Harrow values, to provide educational excellence to enable pupils to lead purposeful and meaningful lives is shared by all. Staff have high aspirations for their pupils but also for themselves to succeed in all they do. The modelling of Harrow values is evident in all aspects of school life.

Staff make the most of the opportunities available for continuous professional development (CPD). They share best practice and research, not only through contribution to the CPD bulletin, but also through Looking for Learning (LfL). Ongoing and regular LfL learning walks across subjects and phases allow teachers and leaders to identify where best practice is and encourage reflective conversations. The dashboard data LfL generates is powerful and helpful to senior and middle leaders in developing their teams. Effective appraisal identifies staff training needs and succession planning. However, the monitoring of teaching and learning does not focus sufficiently well on the oral contributions of pupils in lessons.

Middle leaders are rigorously held to account by their line managers through data review to identify pupils' underperformance and celebrate their success. They say these discussions are developmental and supportive. Upper and lower school leaders work well together to improve communication across the school and aid transition. Strong leadership of the early years ensures high-quality, effective provision.

Almost all teachers who responded to the BSO survey said they were proud to work at the school. Teachers and leaders inspectors spoke to were very positive and evidently happy. Inspectors saw high-performing, dedicated practitioners that are excellent role models.

School-improvement planning includes consultation with staff, parents and pupils. Governors discuss and agree the high-quality final annual plan. Its impact is reviewed during two Harrow education oversight visits (HEOV) and at governors' meetings. It

provides an accurate view of the school's priorities for the year. It shows a relentless quest for consistent educational excellence and further improvement in all aspects of the school.

There are two layers of governance. The school's owners are AISL, who work in close partnership with Harrow London to use the Harrow brand. They work at group level to set standards, policy, expectation and direction of all Harrow international schools. They ensure that the school operates legally, meets all regulatory requirements and has clear financial policies. At school level, the board of governors brings a wealth of expertise to hold leaders to account ensuring that they meet aspirational targets. The separation of the responsibilities of the governors and those of the school's professional leadership is well respected. The director of education holds the headteacher accountable for key performance indicators which are measured in mid- and end-of-year reviews. The safeguarding governor is very successful in ensuring an in-depth focus on safeguarding throughout the year. The board listens to the views of parents through surveys and links with the Friends of Harrow parent group. HEOVs always include a meeting with parents' and pupils' groups to hear their views and inform them of strategy.

Leaders and governors work well in ensuring that the school tackles any form of discrimination, promotes equality and celebrates diversity. Student committees in the sixth form advocate for the equal treatment of all and particularly those with LGBTQ+ status. The school takes every opportunity to appreciate and celebrate diversity and all leaders and staff are proactive in the care of pupils. Harrow is a school where pupils achieve well academically, with excellent personal qualities and values.

## **Standard 9: The quality of provision for boarding**

The school meets the requirements of this standard.

Provision is outstanding and exceeds the minimum UK requirements for boarding. There are three well-furnished and comfortable boarding houses. Pupils have single rooms or share with a small number of peers. All houses have well-equipped common rooms.

House parents and other staff create a family atmosphere in which pupils feel safe, respected and valued. Pupils' views are sought regularly and older pupils help adults in the running of the houses through their role as prefects, which they take seriously. They help to decide what happens in their houses. For example, they have access to the school's extensive sporting and artistic facilities in the evenings and at weekends.



Academic studies have a high priority and there are teachers available each evening to help with homework.

'We are very privileged to be here. I enjoy my walk to school each day, much better than sitting in Bangkok traffic for hours.' This is typical of pupils' comments about their boarding life. They acknowledge their good fortune.

Medical support is available to pupils both day and night. Communication between the day and boarding staff ensures that the pupils' needs are met in a seamless, holistic way. The boarding houses contribute to the wider school's house system. Pupils participate enthusiastically in competitions both within and between the boarding houses.

Rigorous systems are in place to safeguard pupils. Guards are on all access points twenty-four hours a day. They help to ensure that pupils are safe and fully protected. Pupils know where to get help and what to do if they have any concerns. Their emotional well-being is given high priority and they are encouraged to talk about any issues or concerns. Pupils are not allowed off-site unsupervised without a travel plan and appropriate provision is in place for holiday travel arrangements.

Boarding-house provision is exceptionally well led and managed with clear policies and procedures to follow. Bespoke software systems are in place to record all aspects of boarding. The information feeds into the wider school records for each of the pupils and provides alerts if required tasks are incomplete.

## EYFS provision

Early years provision is outstanding, leading to excellent attainment and progress for almost all children. Children arrive at the school with limited English communication and language skills. From low starting points most make accelerated progress and achieve the UK Good Level of Development, working well above expected levels in England.

The school keeps its promise to provide a 'varied, unique and responsive path' for all children. It achieves this through an enhanced curriculum that is closely matched to the England EYFS, with additional domains such as environmental awareness, digital knowledge and international mindfulness. Children develop HPL skills including curiosity, creativity and thinking skills. Teachers plan opportunities for child-initiated learning and help children to make independent choices. Activities are well planned, well-resourced and closely monitored. The development of phonics skills is well structured and reinforced through continuous provision tasks. One Reception child

created a book about different Pokémon characters as part of his study of favourite characters, applying and consolidating his phonics knowledge.

Children across the early years are encouraged to be ambitious and believe in themselves. An example of this was a Nursery-aged child who, despite not having covered all phonics sounds, was able to start her story, independently writing out 'Sindrella', from her knowledge of phase 1 letters and sounds.

Focused observational assessments, accompanied by regular progress meetings and individual tracking, ensure that children continue to be helped and challenged. Opportunities for critical thinking and reasoning form part of all activities, with targeted questions encouraging children to talk about their work. Parents are active partners in their child's education, receiving regular updates as well as guidance on how to help their child at home.

Teachers in the early years have an excellent understanding of how young children learn. The quality of teaching is exceptional. The relentless focus on developing deeper knowledge, understanding and skills helps children gain confidence and access to the world around them. Leadership in the early years is highly effective. Leaders have extensive knowledge of the curriculum as well as of innovative methods of teaching and learning. The robust systems for planning and tracking progress have resulted in all children making excellent progress and being well prepared for a seamless transition into Year 1.

## Post-16 provision

Almost all students stay at the school to study in the sixth form. There are currently 233 students, of whom 18 are new to the school. Once students are enrolled retention remains exceptionally high. There are 21 different A-level subjects to choose from, alongside the super-curricular Option E programme. Attendance is in line with that of the rest of the school and any weaknesses in attendance or punctuality are rigorously followed up.

All students go on to universities around the world. In 2022 59% went to UK universities and this year five students have already been accepted by Oxford or Cambridge. Students benefit from a well-planned, thorough careers-and-guidance programme provided by expert counsellors. They said that they appreciate the exceptional help they receive. They are also taught about living independently in a different country.

The sixth form enhances the progression and development of leadership skills and life experience. Students run a peer options fair for Year 11 with taster lessons taught by

themselves. The diversity-and-inclusion committee, initiated by students, raises awareness and acceptance of difference. Sixth-form students are excellent role models who have a tangible impact on the culture of the school.

Students know they can speak to the sixth-form leaders, counsellors or their teachers at any time. Termly surveys ensure that they have a voice. Students really appreciate the opportunities the sixth form gives them to develop as individuals within the Harrow collective identity. They spoke of Harrow 'allowing me to be who I want to be, the best version of myself'. They feel a sense of community. They understand the expectation to achieve highly but do not feel overly pressured. They said 'support is there to achieve'. They work hard and have very responsible attitudes to their learning. This leads to exceptional outcomes across all subjects.

The sixth-form leaders work very well together. They are a stable, happy team who have changed the culture and provision for the better over the past two years.

## Compliance with regulatory requirements

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

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 gender reassignment; marriage and civil partnership; as set out in the Equality Act 2010.

## What the school could do to improve further

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

On occasions, and especially in the upper school, some pupils are reluctant to volunteer answers or contribute to discussion unless specifically requested to do so. Consequently, these pupils do not develop oral skills and confidence as well as their peers. Leaders should ensure that teaching consistently encourages all pupils to make regular oral contributions in class.

## 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

<b>Name of school</b>	Harrow International School, Bangkok
<b>Type of school</b>	Private. For profit.
<b>Date school opened</b>	1998
<b>Age range of pupils</b>	18 months-18 years
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	1713
<b>Number on roll (part-time pupils)</b>	n/a
<b>Annual fees (day pupils)</b>	From THB 519,000 to THB 965,000
<b>Annual fees (boarders)</b>	Weekly THB 413,000 Full THB 516,500
<b>Address of school</b>	No 45 Soi Kosumruamchai 14 Kosumruamchai Road, Don Mueang, Bangkok 10210, Thailand
<b>Telephone number</b>	+66 2 503 7222
<b>Email address</b>	<a href="mailto:hmpa@harrowschool.ac.th">hmpa@harrowschool.ac.th</a> enquiry@harrowschool.ac.th
<b>Headteacher</b>	Jonathan Standen
<b>Proprietor</b>	Asia International Schools Ltd (AISL).

## 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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