

Brighton College Bangkok

British Schools Overseas Inspection Report

Inspection Dates: 13 to 16 November 2023

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Age Group: 2 to 18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by three 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 British Schools Overseas. 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 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

Brighton College Bangkok (BCB) is a premium, privately owned, co-educational school. The college is situated in the Krungthep Kreetha residential district of Bangkok, on a purpose built 20-acre site. The college opened in 2016 to pre-preparatory (prep) children aged two years to Year 3 and prep pupils from Years 4, 5 and 6. The senior school opened in 2017 for pupils in Years 7 to 13. There are currently 663 pupils on roll, aged two to 18 years, making it smaller than many other all-through schools. The college capacity is 1500 and numbers are growing year on year.

The college is one of six Brighton Colleges International Schools (BCIS) across the world and has a strong partnership with these colleges, alongside Brighton College UK (BCUK).

There are 28 nationalities represented in the college, with the largest group being Thai, followed by British and Chinese. A large majority of pupils use English as an additional language (EAL) and many are from bi-lingual homes. Just 18% of these pupils need extra support to gain access to the curriculum. There are 59 pupils with special educational needs and/or disabilities (SEND) and 39 who receive specialist learning provision. The college has identified 63 pupils as being more able and a further 32 as being talented. The college is partially selective. Pupils take an ability test from Year 3 onwards and in early years up to Year 2 pupils are assessed through parental interview and observations

Children in the early years follow the English early years foundation stage (EYFS) curriculum. In the prep school and key stage 3, pupils follow the English national curriculum, taking into account the context of Asia. This leads to IGCSE/GCSE and A level courses in a wide range of academic and arts subjects. All pupils go on to attend universities around the world with the largest percentage going to the UK.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three 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 college before the inspection. Over four days, the team observed 74 part-lessons, 15 jointly with school leaders. The team also attended assemblies and visited co-curricular activities.

Inspectors held 25 meetings during which discussions with governors, staff, pupils, parents and carers took place. Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies and strategic plans. They inspected the school's safeguarding arrangements. Inspectors also considered the views of parents, pupils and teachers expressed in the BSO survey, which was sent to parents and staff just prior to the inspection.

Evaluation of the school

Brighton College Bangkok is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.

The college 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.

Across the college attainment and progress in **English** are outstanding, including for pupils with SEND and EAL. Overall, girls make better progress than boys in all year groups with the exception of Year 11 English language where both make the same progress. The three-year trend is consistent but has gone down slightly at grades 9 to 7 in literature, but remains above England averages.

On average most children join the early years with good levels of English. Highly effective lesson planning and well-taught lessons ensure that most children make rapid progress in literacy, communication and language by the end of the Reception Year. Most pupils confidently read aloud and engage in back-and-forth conversations with adults.

In the prep school, pupils rapidly expand their vocabulary, grammar and punctuation in their writing. They can confidently draw inferences, summarise ideas and identify how language, structure and presentation contribute to meaning. They demonstrate confidence when discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. By the end of Year 6, most pupils perform at or significantly above expected England national curriculum standards.

In the senior school, pupils continue to make rapid progress. By the end of key stage 3, the majority of pupils read and write with fluency, using the appropriate tone for different audiences. Pupils make connections across a wide range of literature,

analysing and evaluating a writer's choices of language and structure. For example, in Year 9, pupils can plan a balanced argument and identify key organisational features in a text. External examination results at GCSE in English literature and language are consistently higher than England averages, particularly at the higher grades of 9 to 7. In English as a second language, the percentage of pupils achieving grades 9 to 7, is above international standards.

In the sixth form, pupils continue to analyse ways in which meanings are shaped in literary texts with close attention to authorial methods. They apply critical and evaluative skills when analysing gender roles in society. Attainment in English literature at A level is significantly above England and international averages, with 100% achieving A*. However, the number of pupils taking English literature is currently very small, making comparisons statistically unreliable.

Attainment and progress in **mathematics** are outstanding across the college.

In the early years, children begin with a wide range of previous experience, and their attainment reflects this. Most make extremely good progress, and they are well prepared as they move into key stage 1. In the prep school, pupils develop very good communication, reasoning, and problem-solving skills. For example, Year 1 pupils recognise a range of two- and three-dimensional shapes, and know the difference between a cylinder and a cone. Pupils begin to choose their own method of calculation by Year 2, some using the base 10 method, and others their quick and accurate mental arithmetic skills.

In key stages 3 and 4, pupils develop skills and knowledge in algebra, geometry, and arithmetic. By Year 6, pupils handle terms such as integer, numerator and improper with ease, and they are generally successful in simplifying fractions. In Year 10, pupils represent inequalities on a graph, enjoy producing straight line graphs, and they show curiosity in discussing other ways it could be done. Pupils achieve excellent outcomes at GCSE, achieving results well above the England average at the higher grades of 9 to 7.

Sixth-form pupils build on these strong foundations. A Year 13 class, for example, confidently describe the difference between Eulerian, semi-Eulerian and non-Eulerian graphs, and find the shortest route which traverses each arc at least once. Pupils score well above England averages, often at grades A and A* in A level mathematics and further mathematics.

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

In the early years, a large majority of children meet the early learning goals in understanding the world. They observe caterpillars turning into butterflies and look after stick insects. They explore plants and seeds and use vocabulary to describe, for example, the sticky feet on the caterpillar.

In the prep school, external testing shows that around half of all pupils work above the expected standards for their age in Years 3 to 5, when compared to England standards. They make strong progress and this trend has been seen for the past three years. In Year 4 pupils carry out experiments to understand the effect of sugar on teeth and make accurate observations. In Year 6, pupils attain in line with England expectations but their rate of progress is not as high. As a result, the college has put in place specific teaching in Years 5 and 6 to give pupils more exposure to specialist teachers and a more structured curriculum, focused on scientific investigation. Year 6 pupils carried out experiments to find the best insulating materials working in the science laboratory with a specialist science teacher.

In key stage 3, pupils continue to make excellent progress. The focus is on skills' development. For example, Year 8 pupils learn how to take accurate measurements and Year 9 pupils work on their graphing skills which have improved over time.

IGCSE results in biology, physics and chemistry are well above international averages at grades 9 to 7. Pupils make outstanding progress so that on average they achieve a grade higher than predicted in biology and around half a grade higher in chemistry and physics. Over the past three years results have remained relatively consistent. Overall, there are no significant differences in the attainment and progress of different groups of pupils.

At A level small numbers of pupils take science subjects which makes it difficult to compare year on year trends and the progress of different groups. This year, in all three sciences, pupils performed well above international averages at the top grades A* to A. The progress they made was strong with pupils performing almost three grades higher than predicted in physics, over two grades higher in chemistry and while less in biology, they still made progress just above their own predictions.

Pupils make outstanding progress in a range of **other subjects** across the curriculum, reaching outstanding standards well above those predicted by ability tests. At IGCSE pupils achieved on average over half a grade higher than predicted. At A level, on average, pupils added over one and a half full grades above their predictions which is stronger than previous years. These standards are well above the average of England and international schools particularly at the higher grades. There was a significant improvement in the percentage of A* grades at A level overall in 2023. There is little

disparity between the outcomes of different groups, especially in the context of small numbers. All groups made outstanding progress regardless of their starting points.

Pupils make excellent progress in the prep school where they benefit from specialist teachers from an early age in performing arts, music, languages, computing, physical education (PE), art and design technology (DT). In Year 2, pupils very competently performed their dance planned for the Christmas production and in art pupils completed observational drawings of Thai traditional Lanna art. In DT, Year 6 pupils made a box they had designed, using a scroll saw safely.

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment are 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 November 2023, 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 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.

The college provides a broad, deep and balanced curriculum. It consistently offers a rich, varied and highly engaging learning environment that allows all pupils to develop their skills and abilities to their full potential.

The prep school curriculum adapts the EYFS and English national curriculum to the local context. It is highly creative and child-centred, with a focus on rigour and high levels of pupils' achievement, in support of the college's values. The Story Of Our Land (SOOL) curriculum allows a unique opportunity to merge study of the UK with Thailand through geography and history. At key stage 4, pupils study core subjects and choose four optional subjects from a range of 13 subjects. The college offers a wide range of 21 A level subjects. There is an unwavering commitment from the college to ensure that the curriculum is carefully adapted to meet the varied needs of pupils.

British values and attributes of a British school and community are fully embedded in the curriculum policies, plans and maps which are reviewed regularly. In key stage 3, pupils explore individual liberty by studying poetry from other cultures. Pupils in Years 9 and 10 learn about the monarchy. In history lessons, pupils learn about the development of Britain and its institutions such as the British parliament. They explore the fairness and equality of elections.

Curriculum policies and plans encourage respect for all, with particular regard to the protected characteristics of age, disability, pregnancy and maternity, religious belief, sex and sexual orientation. They cannot fully address gender assignment and civil partnership due to the laws of Thailand; however, they fully support individual pupils. British values such as democracy and the rule of law are strongly emphasised in personal, social, health and economic (PSHE) lessons, history, English literature, and computer science.

A range of 108 stimulating co-curricular activities (CCAs) helps develop pupils' talents and passions outside the classroom. Activities take place before and after school and at lunchtime with a high participation rate of 87%. PSHE is well-taught through lessons,

assemblies and theme days, including anti-bullying week and mental health awareness.

Pupils from Years 7 to 13 receive excellent advice from the university and careers advisor. College assemblies, tutor times and work experience in Years 11 and 12 give pupils invaluable opportunities to understand what is possible at GCSE, A level and university. The college draws well on the local community, external speakers, parents, and alumni to further enhance pupils' aspirations. The 'Discovering You' initiative led by a parent governor has shifted pupils' mindset to develop their critical thinking and to manage their emotions. As a result, pupils are fully prepared for the next stage of their education.

All pupils contribute to the local community in Wangyai by raising money to purchase medical supplies. Pupils develop purposeful links with the wider community during the Christmas appeal with #loveinabox for the Mercy Centre orphanage. House events such as 'Make a difference' (MAD) week led to the pupils' council donating money to a special education centre in Hua Hin.

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

Teachers use a range of styles and resources, from mini whiteboards to complex interactive displays to enhance pupils' learning. They have excellent subject knowledge, and secure knowledge of the examination requirements in their subjects. Their management of time and resources, including the use of digital technology, is highly effective, ensuring high outcomes for pupils.

Teachers nurture excellent relationships based on mutual trust and respect. In addition, they have clear learning objectives derived from their close understanding of their pupils' abilities and prior knowledge. Teachers use well their knowledge of pupils as learners. They modify their schemes of work and their teaching approaches to take account of how their pupils learn best, and where the gaps in their knowledge are. Teachers aim to provide stimulating extension tasks for pupils who finish early, or who need additional challenge. They ask more demanding questions of pupils who are more confident. Lessons at all ages commonly include giving pupils a choice of tasks, allowing them to decide the level of difficulty that suits them. They make these choices with careful and mature thought about how they can benefit academically.

Teachers make systematic reference to the college's values, especially curiosity and kindness. Pupils confirm that teaching enables them to make good progress across the curriculum. They state clearly that teaching is supportive, and that this is one of the things they value most highly about the college. Lesson observations and work scrutiny

confirm this. In response to written assignments, teachers give informative praise and guidance on pupils' next steps.

The college has a proactive approach to developing teachers' professional skills. Questioning is skilful and serves to deepen and extend pupils' knowledge and understanding, with a good mix of open and closed questions. Teachers ensure that as many pupils as possible think hard about possible answers to a question by choosing specific pupils to answer. There is a general insistence on high standards of spoken English. In a Year 3 dance lesson, the teacher demanded answers in full sentences, with a reason for the opinion offered. The pace of teaching and the level of challenge are both high, with pupils often commenting that the demands were 'a little bit too hard'.

Attitudes to learning and pupils' behaviour are outstanding, making a distinctive contribution to progress for all pupils. Most take pride in the organisation and presentation of their work, which reflect in the high standard of their work. Learning is highly effective, underpinned by pupils' desire to achieve the best they are capable of, and a culture of kindness and generosity. They enjoy others' achievements and are always ready to help each other. Collaborative skills are strong, and pupils benefit from well-structured paired and group work. The composition of groups takes into account relative linguistic skill, for example, or confidence in a given topic, so that pupils support each another effectively. Self- and peer-assessment are well used to share and consolidate pupils' learning.

From the early years onwards, teachers accurately assess pupils' attainment in routine tasks as well as at six data points in each year. They use this information together with available external data to track pupils' progress. However, the college has only recently begun to keep data centrally. The new system still requires professional development and training in its use by all stakeholders. Using this tool to its full advantage will give parents live, up-to-date information on their children and support the best outcomes for pupils.

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

Pupils' spiritual, moral, social and cultural development is outstanding.

The college actively encourages a community that celebrates diversity, equality and inclusion. They actively promote a culture of kindness through modelling their own behaviour. Kindness campaigns such as bucket fillers, greetings, respectful play and #loveinabox are ongoing successful initiatives that celebrate positive social interactions and responsibility.

Pupils are proud of their two different age-appropriate codes of conduct displayed in all classrooms because they were part of their creation. Pupils told inspectors, 'This is how we expect ourselves to behave'. Behaviour and attitudes to learning are outstanding with high levels of mutual respect. Incidences of bullying are very rare, and when they happen, pupils say that the college deals with them swiftly. The college's ethos promotes anti-bullying and creates a safe, supportive and kind environment. Pupils gain a deep understanding of the consequences of their actions and the choices available to them through restorative conversations. Pupils build relationships based on mutual respect and trust.

Pupils are confident, with good self-esteem and understand what makes them unique. For example, in Year 1, children can explain what makes them special and what makes them feel happy in assemblies with 'Happy Me'. Mental health awareness week and 'Well-being ambassadors' in the prep school provide a wide variety of activities to promote healthy bodies and minds. Pupils have the confidence to excel in their studies. Awards such as 'Going the extra mile' and confidence, curiosity and kindness awards recognise and celebrate pupils' success.

Year 12 pupils lead the 'Odd socks' event every year to celebrate the uniqueness of all pupils. Years 12 and 13 are proud to be peer mentors for younger years. Year 12 help Years 4 and 5 with literacy and numeracy booster classes. Eco beasts lead the way in reducing the college's energy usage, solidifying its green principles. The college holds the Eco Schools Silver Award.

Pupils state that they feel listened to by their teachers. Questionnaires seek their views and allow them to express their views. There is a pupils' council in both sections of the college, involving pupils from Year 1 upwards. These councils regularly gather pupils' opinions on a variety of topics such as school meals and CCAs, leading to positive improvements across the college.

The college promotes fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The head boy and head girl are elected democratically. In PSHE, Year 10 pupils look at politics as if they were going to form their own government. In Year 7, pupils learn about 'accepting diversity'. Pupils in Year 9 discuss how the laws on drugs and smoking have

changed and differ from other countries. Thai cultural celebrations provide opportunities for pupils to learn about different societies, appreciate diversity, and cultivate friendships. Pupils dedicate 'House days' to celebrate the importance of friendship.

The college is fully inclusive. All members of the college community feel highly valued, appreciated, and supported to 'Be the best version of yourself'. Pupils give informative assemblies on pride and inclusion. The college provides a welcoming environment based on respect and kindness where all community members can flourish. Inspection evidence, including discussions with pupils, scrutiny of their work and examination of curriculum plans, confirms that the college encourages respect for others. The college pays due regard to all of the eight protected characteristics as set out in the Equality Act 2010 but is unable to promote all of the protected characteristics due to the laws of the host country. Those precluded are civil partnership and gender reassignment.

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

The welfare, health and safety of the pupils are outstanding across the college.

The college ensures that it complies with all relevant health and safety laws. College leaders ensure regular updates, adherence to current UK and Thai regulations, and effective implementation of the health and safety policy. Teams dedicated to safeguarding, health and safety, pastoral care, SEND and medical provision ensure effective communication through regular meetings. They keep detailed and accurate records. Effective induction, and regular staff briefings ensure that all adults in the community are up to date and fully aware of their responsibilities. Safeguarding and child protection measures are at least in line with the UK. The college has a strong safeguarding culture. The college takes appropriate steps to protect pupils from online abuse.

The college has an effective first-aid policy and numerous trained first aiders in all phases and areas. A risk-assessment policy is in place and the college carries out thorough risk assessments with the aim of protecting pupils' safety. The college's own maintenance team is quick to remedy any shortcomings. The college ensures compliance with fire regulations and maintains proper signage and equipment.

Induction days and buddying systems ensure that new pupils settle in quickly. They confirm that they quickly make friendships and feel happy and safe in the college. Key stage leaders and form tutors check in with all pupils at the beginning and end of each

day. Sixth-form pupils have mentoring or tutoring roles for younger pupils, and so relationships across age boundaries are comfortable, with seniors offering guidance to younger pupils. Pupils say that the college teaches them how to keep themselves safe inside and outside college including online. If they ever felt unsafe or unhappy, they would be confident about approaching an adult for advice or help. Parents agree that the college ensures that pupils are safe.

The system of sanctions and rewards actively promotes good behaviour. It focuses on seeking positive outcomes from any disciplinary concerns, and holds restorative conversations if necessary. Reflections have replaced detentions. Behaviour is highly conducive to learning and social harmony. There have been no instances of repeated bullying or deliberate abuse. Pupils say kindness is prevalent in the college. The college has drawn up and implemented an effective anti-bullying strategy, highlighted by the 'Odd socks' day during the inspection, instigated by pupils. Attendance is broadly in line with UK school averages at approximately 93%.

Standard 4. The suitability of the proprietor and staff

The college meets the requirements of this standard.

The college attracts high quality teachers from the UK with English national curriculum experience. Retention is high in comparison to international school averages. Last year 10 teachers left and 24 were employed due to the growth in pupil numbers.

The college conducts rigorous checks on teachers, outsourced companies, volunteers and anyone working with children. The Human Resources section records these checks on a single central record (SCR) and the head teacher and designated safeguarding lead (DSL) regularly review them. Checks include identity, qualifications, two references verified by telephone, work permits and background social media checks and their suitability to work with children. The SCR also records the date of safeguarding training. Everyone completes both online and face to face training annually, as well as sporadic updates and changes throughout the year. Training is also available in Thai. The DSL also uploads information and articles and as a result all staff are fully up to date. Everyone involved in recruiting staff has completed safer-recruitment training, updated every three years.

Standard 5. The premises and accommodation

The college meets the requirements of this standard.

The buildings occupy a 20-acre site. They were purpose-built and designed for the full capacity of the college; therefore, some areas remain unused. The college is fresh and welcoming, and standards of cleanliness, maintenance, and decorative order are exceptionally high. The facilities and resources offer an outstanding and safe environment for the taught curriculum and the rich programme of CCAs.

The college takes advantage of the spacious common areas for photographs and displays. These reinforce the college's core values, as well as celebrating achievement and the college's links with its partner schools. Classrooms are well equipped, so that teachers and pupils use a wide range of learning software and other resources effectively. The design technology and art rooms, and the science laboratories have specialist equipment so that pupils can develop skills and knowledge. In the prep school, there is room for classes to operate in smaller separate groups, with central areas acting as additional learning spaces.

Facilities for performing arts and sport are of an exceptional standard. The multi-purpose theatre, for example, offers a showcase for musical productions. The sports hall, running track and 50-metre pool are well used. The learning resource centre and dining hall offer flexible spaces. The college is able to host events on a large scale. Meeting spaces, offices and medical facilities are well-appointed and situated. The buildings are fully accessible to those with restricted mobility. A popular play area for the prep school, and the sixth-form centre are to be redesigned and extended.

Evacuation routes, fire exits, and fire safety equipment are all clearly marked. Washrooms and drinking water are suitable for all members of the community. The areas designated for the dropping off and picking up of pupils are safe and under review as the college numbers grow.

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

The college meets the requirements of the standard.

The college has established a strong partnership with parents, carers and other stakeholders. Parents describe staff as being 'passionate and caring about the children' and state that their children are safe and make very good progress in college.

The college's website is up to date. It provides parents with a wealth of information about the curriculum, life at the college, extra-curricular activities and the safeguarding and child protection policies. The website also contains a weekly news and events section, summarised in the weekly newsletter 'Brighton bulletin', informing parents of academic, sporting, and artistic highlights.

Parents confirm that they thoroughly enjoy participating in the parents' workshops, such as internet safety, phonics and university application processes. They also speak highly of the special days when they receive invitations to spend time with their child in school and observe their learning experience. Sports days and college productions are always well attended.

The college has recently increased the amount of informal meeting time. These meetings provide excellent opportunities for parents to discuss pastoral matters. They also enable a quick response to parents' views, all of which parents greatly appreciate.

The Friends of Brighton work well with the college on specific events such as House days and international day. They also play a role on open days and welcoming new families as parental ambassadors. As a result, they are highly involved in the life of the college community.

In the early years, an online system allows parents and teachers to communicate quickly and effectively about the learning that takes place in college. Parents across the college receive weekly 'Google guardian summaries', with information about homework set and learning in class. As a result, parents confirm that they feel well informed.

Leaders provide parents with six highly informative reports per year. Parents value the advice and guidance available from teachers about how they can support their children's learning at home.

Standard 7. The school's procedures for handling complaints

The college meets the requirements of this standard.

Parents can request a copy of the complaints policy through the college's website. The policy is regularly updated. The policy outlines a clearly staged procedure. The heads of the prep and senior schools informally resolve stage 1 complaints and keep a log. The head teacher, in consultation with the complaints committee, handles stage 2 complaints and keeps a log of them. In the last 18 months, there have been six

complaints that reached stage 2, but none progressed further to stage 3 for an official hearing by governors.

To promote good communication, leaders are present at the front doors at the start and end of each day and parents' views are regularly sought. This engagement means most concerns can be dealt with informally

Standard 8. Leadership and management of the school

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

The college's values of curiosity, confidence and kindness permeate its community and are common to all Brighton Colleges worldwide. Leaders state that it is, 'Who we are and what we do' and that it is their aim to instil these values in all children. Leaders at all levels set high standards, lead by example and maintain clear expectations, ensuring the college is a very positive place to work and learn. Leaders are highly visible and have an open-door policy, creating a sense of being heard among staff, pupils and parents. Pupils are happy to be part of this kind college and almost all parents would recommend it to others.

As the college experiences growth in pupil numbers, development planning is carefully managed. This growth is being taken slowly to manage changes, addressing carefully leadership structure, staffing, learning environments, and processes. Early years provision is highly effective. The college has strong leadership and capacity for further improvement.

Prep and senior school leaders' development plans are collaboratively created, informed by meetings with teachers and pupils. In turn, these plans inform departmental and phase plans, resulting in a positive impact on pupils' outcomes. Middle leaders are accountable for an analysis of the year and the creation of plans for improvement in meetings with senior leaders.

Teachers actively share outstanding practice in weekly 15-minute sessions, peer observations and a teaching and learning newsletter featuring examples of best practice and links to the latest research. Teachers engage in professional development linked to teachers' targets set during reviews. There are opportunities for promotion and leaders actively look for potential leaders. Inspectors spoke to new

teachers to BCB who told them of the high quality of induction and support from other teachers in helping them settle into a new school.

All leaders and teachers serve as good role models and all stated that they were proud to work at the college in their response to the BSO survey. All promote equality, inclusion and diversity as evidenced by the environment, based on respect and kindness. In 2022, the college gained an equality, diversity and inclusivity award endorsing its commitment.

Governance involves collaboration with BCUK and BCIS, ensuring accountability and upholding Brighton College's values. The owners, Hands Management, in Thailand, ensure legal compliance with the Thai Ministry of Education requirements and for long-term investment. Board members are regular visitors to the college and BCUK governors evaluate the quality of education annually. The head teacher works with the governors and international heads to shape the college's vision and drive for improvement alongside meaningful challenge. Governors rigorously hold the head teacher to account through an annual review.

Two parents are represented on the Hands Management board and all parents' views are considered through annual surveys, leading to improvements in areas such as co-curricular activities. BCUK always seeks the views of pupils when members visit to evaluate the college.

Safeguarding is of exceptionally high quality, overseen by a dedicated governor who receives reports from the lead DSL for each meeting. All governors benefit from safeguarding training annually, and they in turn provide the Thai legal context to safeguarding. Governors actively promote inclusivity, equality and safeguarding, ensuring scrutiny during the annual visit by BCUK.

EYFS provision

Early years provision is outstanding.

Children in the early years make outstanding progress from their starting points. There is no significant difference between the progress and attainment of boys and girls. Children with SEND are fully included and their needs are consistently met, aided by individual pupil passports. Children across early years show very high levels of engagement, courtesy, collaboration and acceptance.

Indoor and outdoor areas are well-organised with activities that help children develop enquiring minds, build their resilience, cultivate their interests and their love of learning. Children achieve exceptionally well and are confident to move on to Year 1.

Leadership of the early years is strong with support from a very able team, resulting in highly effective provision.

Teachers' knowledge of how children learn ensures that they make rapid progress. Children explore their secure, safe environment in expansive, sensory-rich and stimulating shared spaces, allowing them to develop their physical and social needs through a broad range of activities. Through the use of real kitchen utensils and responsibility for their own equipment, children develop a high level of self-regulation, fostering autonomy and resilience.

During class time, most children exhibited strong social skills. Developing curiosity in learning has consequently led to children being comfortable sharing their knowledge and understanding of the world with others. Story times and a library 'Reading garden' full of inspiring books help children develop a love of reading.

Teachers carry out assessments mainly through focused observations, taking into account children's interests, choices and needs. They record these assessments on an online tracking system to form a holistic picture of children's progress.

Behaviour is outstanding. The exceptional curriculum for children's personal development has led to a rich culture of mutual respect. Promoting independence is prioritised at every opportunity. The college wide motto 'Be the best version of yourself' helps children develop a determination to succeed very early on.

The early years team nurtures strong relationships with parents and carers through, for example, 'Stay and play' moments and termly parent-teacher meetings. They provide highly informative workshops for parents on supporting their child's phonics knowledge at home.

Post-16 provision

The current sixth form is relatively small in comparison to the rest of the college. There are 72 pupils. Retention is high. Attendance is in line with the rest of the college at around 93%.

Pupils study for A levels from a choice of 21 subjects and the extended project qualification (EPQ) is now offered. The majority choose mathematics as an A level and there has been an increase in numbers choosing English. Pupils can also study the International English Language Testing System (IELTS) and creative writing is an option as an extra-curricular activity. Art and photography are popular options

The excellent results pupils achieve help them achieve their ambitions. Almost all pupils went to university in the UK last year. Pupils confirmed that the careers advice and guidance was of high quality and helpful to them in deciding courses and destinations. Pupils took advantage of Brighton Connect so that they can get help from alumni. The door to BCB is never closed and pupils can, and do, come back to give and receive support. The college is an Oxford university entrance test centre and four pupils have applied in the current year. Pupils state that they felt well prepared for university through the time spent on skills such as financial management, positive and healthy relationships and building resilience, confidence and independence. They felt their personal development was a high priority.

Pupils describe their teachers as being exceptional, patient and supportive. They enjoy the small classes and feel that their teachers bring out the best in them.

Sixth form leaders show an exceptional understanding of individuals and their personal as well as academic needs. They have a clear understanding of the priorities for development to make further improvements.

Compliance with regulatory requirements

Brighton College 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 point for development:

The college has recently introduced a new data tracking system to help transition through the college as pupil numbers grow. Leaders should now ensure all stakeholders know how to use the tracking system effectively and to its full potential. This will improve access to up-to-date information for teachers to support the best outcomes for pupils and enable parents to better understand their child's levels of progress and attainment as they move through the school.

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	Brighton College Bangkok
Type of school	Private
Date school opened	August 2016
Age range of pupils	2 to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	663
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	540,800 to 964,700 THB
Annual fees (boarders)	n/a
Address of school	8/8 Krungthep Kritha Soi 15 Yaek 4 Krungthep Kritha, Hua Mak, Bangkok Bangkok Thailand 10240
Telephone number	+66 2 136 7898
Email address	admissions@brightoncollege.ac.th
Headteacher	Mr Nick Gallop
Proprietor	Hands Management Company Ltd

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 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, inspect, 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 major providers of inspection services.

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