

Rugby School Thailand

International Schools Quality Mark (ISQM) Accreditation Report

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Introduction

Education Development Trust accreditation

The purpose of accreditation through the International Schools Quality Mark (ISQM) is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the school self-evaluation activities in which schools engage are of equal importance. In this sense, accreditation serves two goals:

- to provide a means by which parents, carers and students are assured that the school has been judged by independent evaluators to meet rigorous quality standards
- to support the school's development through moderation of its own self-evaluation.

The school improvement plan is crucial in ensuring ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

- Principles underpinning the accreditation model.
- Accreditation criteria are rooted in high standards. They relate to international standards and benchmarks and to other inspection regimes, for example, The Office for Standards in Education (Ofsted) in England and, in the case of Thailand, the Office for National Education Standards and Quality Assessment (ONESQA).
- It is a cost-effective means of providing quality assurance.
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance.

Grades awarded

Judgements are made on a four-point scale as:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

Accreditation status

Gold accredited status is awarded when the school is given Grade 1 meaning Outstanding judgements in all of the following sections:

Standards and achievement

Teaching and learning

Leadership and management.

Silver accredited status is awarded when the school is given at least Grade 2 or higher meaning Good judgements or higher in all of the following sections:

Standards and achievement
Teaching and learning
Leadership and management.

Bronze accredited status is awarded when the school is given at least Grade 3 or higher meaning Satisfactory judgements or higher in all of the following sections:

Standards and achievement
Teaching and learning
Leadership and management.

Evidence base

Introduction

This ISQM verification inspection was carried out by a team of four Education Development Trust inspectors who spent four days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 70 part-lessons, including 18 that were jointly observed by an inspector and a senior member of staff. There were 53 meetings which took place with leaders, teachers, pupils, parents and members of the school's owners and governing board. Inspectors scrutinised students' work in books. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. They also considered the views of parents, pupils and staff. They observed the school at work and followed up on any concerns raised.

School context

Rugby School Thailand is a selective, privately owned, co-educational boarding school catering for pupils from two to 18 years of age. It has both day and boarding pupils. The school opened in 2017. Its campus covers 80 acres and contains a variety of specialist resources. It is situated in Chonburi, near Pattaya, Thailand.

The school is large and organised into three phases: pre-prep (preparatory) for children aged two to seven years; prep for pupils aged seven to 12 years; and senior for pupils aged 13 to 18 years. Currently, there are 1,145 pupils on roll with 295 children in pre-prep, 500 pupils in prep and 350 in senior, including 110 students in the sixth form. There are 163 boarders. The number of pupils is increasing and there is a waiting list for admission into several year groups.

There are 47 different nationalities at the school. Thai pupils make up the largest group, followed by pupils from China, the UK, other Europeans, and Korea respectively.

Prior to admission, pupils are tested on their literacy, numeracy, and reasoning skills. Most pupils do not have English as their first language and 147 pupils receive support to improve their skills in English. Around 51 pupils benefit from support for a variety of special educational needs and/or disabilities (SEND).

In the pre-prep phase children follow the early years foundation stage (EYFS) and the English national curriculum for England (NCfE). In the prep and senior phases, pupils also follow the NCfE. In Year 11, pupils take IGCSE examinations, and in the sixth form students take AS and A levels. Almost all students progress to study at university. The curriculum meets the requirements of the Thai Ministry of Education.

The senior leadership team is stable and there are 369 staff employed. Staff turnover is low.

The school's vision is: 'To be a world class leader in day and boarding provision'. In 2025, the school was a finalist in the 'British International School of the Year' award.

Report summary

Accreditation status

Rugby School Thailand is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust International Schools Quality Mark at Gold level, which reflects the outstanding judgements described within this report.

This accreditation is valid from 14 November 2025 to 14 November 2030.

Overview of main strengths and areas for development

Report Headlines

Highlights

- Rugby School Thailand is an outstanding school and provides an outstanding quality of education for its pupils aged two to 18 years.
- Attainment and progress are outstanding across all subjects and for all groups of pupils.

- The behaviour of pupils is outstanding. They are proud members of their school, keen to learn, kind and welcoming to each other and to visitors.
- Teaching is highly effective and enables pupils of all abilities to make excellent rates of progress and to attain highly.
- The curriculum is innovative and imaginative. Pupils find it interesting and achieve very highly.
- Buildings and resources are of a very high standard. The campus contains many specialist facilities. Boarding houses are modern and well maintained.
- Staffing levels enable the delivery of a broad, balanced and rich curriculum.
- The care and support for pupils is outstanding. Keeping pupils safe is given the highest priority by staff.
- Parents are active members of a staff and parent partnership designed to support pupils' learning. Parents' views are sought and acted upon by staff.
- Leaders are deeply committed to all aspects of school life. They are successful in securing outstanding pupils' outcomes and are determined to maintain the highest standards across all areas of the school.

Recommended area for development.

Adult and child interactions in the EYFS do not consistently extend children's thinking or language, meaning that some children, particularly those new to English or with emerging speech, do not always have enough opportunities to think deeply or develop high quality dialogue. The school should ensure that all practitioners use purposeful, high-quality interactions that creates a communication rich environment. As a result, children will develop stronger thinking and language skills that will prepare them for the next phase of their education.

Standard 1: The standards reached by students in their work and the progress they make in the core subjects of English, mathematics, science and computing

Highlights and Recommendations

- In English, attainment and progress are outstanding. Pupils develop their speaking, reading and writing skills very well as they make rapid rates of progress through the school.
- In mathematics, attainment and progress are outstanding. Almost all pupils including those with additional needs make rapid rates of progress, and attainment in the senior school is well above international standards.

- In science, attainment and progress are outstanding. Pupils develop an extensive knowledge of scientific content and ideas and display considerable enquiry and reasoning skills.
- In computer science, attainment and progress are outstanding. Pupils are very confident users of the latest technology and understand how computers work.
- In other subjects, attainment and progress are outstanding. Pupils attain very well in a range of non-core subjects developing a very good understanding of the arts and humanities.

Attainment and progress in English are outstanding.

Pupils from all starting points make very good rates of progress in English, including those identified with additional learning needs.

By the end of the pre-prep phase, almost all children, including those with SEND and those with English as an additional language (EAL), make good rates of progress to achieve outcomes in reading and writing which are significantly above standards in England.

Progress through the prep phase accelerates and almost all pupils including those with EAL attain at high levels by the time they enter the senior phase. In a Year 7 lesson, pupils composed exciting poems based on household appliances, using a plethora of literary devices, including similes, personification, and repetition. A notable example of this was inspired by a toaster and started 'Down, down, down, into the fiery hole of hell...goes the holy toast'.

In 2025, three quarters of pupils taking the IGCSE English additional language achieved an A* and just over half of pupils achieved an A* in English literature, both results being well above international averages. Progress of all pupils is rapid. Over the past three years, language and literature results have continued to improve as a result of teachers' focused interventions and the introduction of a new standardised reading system and the development of Rugby's writing programme.

Results in the sixth form are high. In the current year's A-level English literature examination, 29% of students achieved A* which is significantly above the international average of 5% and results have continued to rise over the last three years. In a Year 13, A-level English literature lesson, students demonstrated analytical skills to provide an extremely mature and insightful interpretation of Hamlet, by considering the historical and religious context in Shakespearian times.

Attainment and progress in mathematics are outstanding.

Most children join the early years able to recite numbers up to five, and a few can recite numbers up to 10 in their home language. As a result of continuous-provision activities that use practical resources, pupils of all abilities make rapid rates of progress. They develop one-to-one correspondence skills, recognise simple two-dimensional shapes, and learn how to measure. In a Reception Year class, children successfully extended a measuring task by comparing the length of two toy animals in standard and non-standard units. By the end of pre prep, pupils demonstrate a very good understanding of place value and have good recall of multiplication and division facts and use this to solve problems.

In the prep phase, pupils make rapid rates of progress through well-structured lessons that emphasise mathematical vocabulary and the application of key concepts. They develop fast recall of number facts and formulae. From Year 5 onwards, specialist teaching accelerates pupils' rates of progress as they work in similar-ability groups. In a Year 6 mathematics lesson, pupils solved problems based on their prior learning and provided reasoned responses. With the teaching pace and the level of challenge remaining high, the pupils thrived in this class.

Many pupils in the higher-ability groups achieve above age-expected levels of mathematical knowledge and skills. Consequently, by the end of the prep phase, almost all pupils reach standards that exceed international averages. Pupils with EAL also make excellent progress, from lower points, through targeted strategies, including the pre-teaching of key vocabulary. Across all phases, pupils from different groups achieve at similarly high levels, with no significant differences in their levels of attainment.

Across the senior school, pupils continue to make excellent progress. In IGCSE examinations, almost all pupils achieve results well above England and international averages. Pupils achieve more than one grade higher than similar pupils internationally indicating substantial rates of progress. Teachers' excellent subject knowledge ensures that lessons are well planned. Pupils frequently analyse examination questions in depth to identify and avoid common errors, leading to high levels of higher-grade attainment.

Sixth-form attainment is very high. In 2025, A-level results were extremely high, with 48% of pupils achieving A* and almost 60% achieving A* to A, well above international averages. Students consistently exceed targets set and the amount of progress made by pupils in 2025 placed the school in the top 7% of all international schools. Results have been consistently improving over the previous three years.

Attainment and progress in science are outstanding.

As pupils progress through the school, they develop deep scientific understanding, curiosity and enquiry skills that enable them to apply knowledge confidently in both practical and theoretical contexts.

Many children enter the school with scientific knowledge and skills lower than typical for their age. In the pre-prep phase, exploration through play forms a foundation for scientific learning; as a result, children investigate textures, materials, describing observations using emerging scientific language. Pupils can explain why objects move or how different surfaces affect speed, showing developing scientific thinking and communication. By the end of the phase, all children achieve expected levels, with a growing proportion exceeding them.

Through the prep phase, pupils make rapid rates of progress from varied starting points. By the end of this phase, their levels of attainment are well above expectations. Investigations, such as exploring different types of joints in biology or reversible changes in chemistry, reveal pupils' confidence in using precise scientific vocabulary and reasoning. Teachers' questioning is probing and purposeful, helping pupils connect cause and effect. Where EAL learners and pupils with other additional needs initially find scientific terminology challenging, targeted vocabulary instruction ensures that gaps close quickly. Pupils entering the senior phase, show secure understanding of all key concepts and readiness for senior-level science.

In the senior school, attainment remains high. Pupils enter the phase with strong foundations in scientific understanding and skills and progress rapidly through each year. At IGCSE, outcomes are well above England averages with 83% of biology and chemistry grades at A* to A. Pupils on average achieve almost half a grade higher than similar pupils internationally.

At A level, students make rapid rates of progress and attain very well. Value-added scores remain exceptional with, for example, students on average achieving almost one higher grade in physics compared to similar students internationally. Results place the school in the top 7% of international schools. Students with EAL and SEND make strong rates of progress through consistent scaffolding, visual support and deliberate vocabulary teaching.

Attainment and progress in computing and computer science are outstanding

Children enter the pre-prep phase with a limited understanding of technology and display few skills in its use. All children make significant gains in their understanding of different types of technology and how to use them. They learn how to produce digital pictures, edit them and how to create music on a computer. Children can explain the difference between information technology found in the home and that found in school. They know that computers and mobile phones can be used for many different purposes such as watching television programmes, seeking answer to questions, playing games and making calls. Children are introduced to computer programming early and know how to use the internet safely. By the end of the pre-prep phase almost all children are working at levels at or above those expected for their age.

Pupils, including those with additional needs, continue to make rapid rates of progress through the prep phase. They learn how to link networks to computer systems. Pupils can

programme at a more demanding level and understand text-based coding. They can manipulate images and graphics and know that mathematical techniques and logical methods form the basis of computer systems. They learn how to use email, Google classroom and Google documents. By the end of the prep phase, pupils' attainment is above that of similar pupils internationally.

In the senior phase, pupils make excellent rates of progress and many achieve very high grades in examinations, including those with additional needs. Pupils enjoy their learning and use a range of technological devices confidently. They learn about coding in more detail, create their own websites, databases and spreadsheets. At the end of Year 11, 67% of pupils achieve an A* or A at IGCSE which is well above international averages. At A level, students on average achieve two grades higher than similar students internationally.

Students make outstanding rates of progress in a range of other subjects across the curriculum. In the pre-prep and prep phases, pupils of all abilities enjoy learning about many different topics. In a Year 6 music lesson, pupils learnt how to successfully perform songs in a musical production, understanding the importance of singing in tune, keeping time and the role of the stage prompter. By the end of the prep phase, pupils' attainment is at or above international standards in sport, the arts, and humanities.

Pupils continue to make very good rates of progress in the senior phase. By the end of Year 11, the standards reached by pupils in many subjects is substantially above similar pupils internationally. In 2025, 52% of IGCSE grades were A* or A, well above the England average. Whilst there is some variability in levels of attainment between pupils with additional needs compared to those without additional needs, almost all pupils make very good rates of progress.

In the sixth form, students make very good rates of progress. A-level results are substantially above international averages with many students often exceeding their predicted grades. On average, students achieve half an A-level grade higher than similar students internationally. There are no significant differences in the levels of attainment between different groups of students.

Standard 2: Students' personal development

Highlights and Recommendations

- Attendance is high and pupils attend school on time. Pupils are keen to learn and are enthusiastic learners.
- Pupils demonstrate respect, empathy and maturity within a calm, purposeful learning environment.
- The code of conduct, which includes respect, integrity, service and teamwork (BE RST) shapes behaviour, relationships and the school's culture effectively.

- Confidence and leadership are developed progressively through meaningful roles and reflection.
- Cultural awareness is a strength, with over 40 nationalities learning harmoniously together.

Students' personal development is outstanding.

Pupils' average attendance for the last academic year is 95% which is higher than the rate in the UK of 92.8%. Pupils attend school and lessons on time. Leaders monitor attendance and punctuality carefully and act promptly to follow instances of absence or lateness.

Pupils of all ages show empathy, self-awareness, and respect for others, nurtured through high-quality teaching and authentic relationships. From nursery to the sixth form, pupils understand that their learning involves academic progress, contributing to their community, having a clear sense of right and wrong and welcoming new cultural ideas and traditions.

Behaviour and attitudes to learning are exemplary. Pupils conduct themselves with maturity, creating a calm and respectful atmosphere. Across phases, interactions are warm and purposeful. In pre-prep, children help each other to tidy up, share toys or comfort a friend. In the senior phase, pupils' debate and reason thoughtfully, listening attentively to opposing views before expressing their own. The BE RST code of conduct is not merely displayed, it is evident in action. Teachers consistently model these qualities, reinforcing the school's inclusive culture that parents frequently describe as 'kind and fair'. 'Being kind' forms a core thread running through various policies, including behaviour and anti-bullying. It influences pupils' behaviour significantly with the result that bullying occurs rarely and when it does happen it is dealt with quickly.

Pupils' confidence and self-esteem are carefully built from the earliest stages. Pre-prep children delight in small leadership roles such as being a 'line leader' or 'light monitor', gaining early experiences of responsibility. As they progress through the school, pupils take on more substantial leadership roles through house captainships, the students' council, service projects and peer mentoring.

Reflection is woven into daily learning. Reception Year children who collaborated on an imaginative story explained that working together is fun, while senior pupils explored resilience and empathy during 'Whole Me' lessons, linking moral reasoning to personal experience. These opportunities help pupils to recognise how their words and actions influence others.

Moral and spiritual development are well established. Assemblies, tutor sessions, and personal, social, health and economic (PSHE) lessons encourage moral reasoning, empathy and reflection. In the early years, discussions about friendship and honesty embed children's understanding of right and wrong, while in the senior phase, debates on digital responsibility, global inequality and ethics in science deepen pupils' awareness of complex moral issues. Restorative approaches to behaviour enable pupils to reflect on the impact of their actions and to take responsibility in constructive ways.

Social and cultural awareness are constantly displayed throughout the school. Pupils from more than 40 nationalities work and play together harmoniously, celebrating both shared and individual identity. Events such as International Day, Show Racism the Red Card and Empathy Week highlight inclusivity and global understanding. In lessons, pupils learn about Thai traditions, British customs and the festivals of the many cultures represented in the school. They speak with confidence about how diversity enriches their experiences and strengthens the community.

Through PSHE, assemblies and the 'Whole Me' programme, pupils explore diversity, equality and inclusion in age-appropriate ways. Staff model inclusive language and behaviours, creating a climate where all feel safe to express themselves. Pupils describe their school as a place where everyone belongs, an observation borne out in daily practice.

Pupils are fully aware that they are members of the school and the wider community. Building on their leadership responsibilities in school, pupils help organise charity events such as 'Hand to Hand' and the annual rice challenge designed to collect bags of rice for local people as part of the pupils' Make A Difference (MAD) campaign.

The quality and impact of the spiritual, moral, social and cultural development (SMSC) provision is exceptional. Pupils are thoughtful, principled, and globally aware. They show genuine appreciation and respect of different faiths, traditions and viewpoints while maintaining a strong sense of personal integrity.

Standard 3: Teaching and learning

Highlights and Recommendations

- Teachers' excellent subject knowledge and their knowledge of pupils' abilities result in most pupils making outstanding rates of progress.
- Pupils are extremely well-behaved and demonstrate mature learning skills.
- Teachers' use of sophisticated questioning skills enables pupils to challenge their thinking and develop reasoning skills.
- The wide range of assessment systems and information supports teachers in planning challenging tasks for all pupils.

- Pupils in the senior school make good use of self-assessment and feedback from lessons to set their own targets and plan their next steps in learning.
- There are fewer opportunities in the early years for children to engage in high quality interactions to deepen their knowledge and understanding.

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

Teachers demonstrate strong subject knowledge and a deep understanding of how pupils learn. They plan lessons meticulously, drawing on pupils' prior knowledge, the curriculum, and pupils' interests to promote deeper learning. Teachers deploy teaching assistants and other adults in such a way that supports pupils' learning. This is particularly evident in the prep and senior schools. In the early years, teachers do not consistently provide opportunities for children to engage in high quality interactions or to think deeply about what they are learning.

Teachers set a demanding pace in lessons and maintain high expectations for both behaviour and learning. As a result, pupils remain engaged and make rapid rates of progress. In almost all lessons, pupils demonstrate high levels of motivation. They show exemplary behaviour and well-developed learning behaviours. They approach learning with confidence, self-motivation, and a willingness to ask questions that clarify their thinking. In every phase, the school offers high-quality guidance and opportunities for pupils to explore subjects about which they are passionate, fostering a strong love of learning.

Teachers integrate critical thinking into almost every lesson, encouraging pupils to take risks and develop their reasoning skills. In a Year 10 English lesson, pupils analysed a passage from 'A Streetcar Named Desire' and explored how the use of the 'plosive p' sound reinforces angry responses to racial slurs. This analysis prompted deeper engagement and enabled pupils to draw on their own personal experiences when interpreting the text.

Teachers' high expectations consistently challenge pupils to participate fully in lessons. This approach benefits all pupils, including the most able and those with SEND who make strong rates of progress throughout the school. Following the development of the school's new EAL strategy, most pupils make excellent progress in their language-acquisition skills. The focus on translanguaging celebrates bilingualism, and well-planned intensive support sessions ensure that all pupils can gain access to the curriculum. Teachers plan and regularly review the support for pupils with SEND to ensure consistent rates of progress.

In almost all lessons, teachers use high-quality questioning, balancing open and closed questions to maintain pace and promote meaningful thinking time. In a Year 10 chemistry lesson, the teacher extended pupils' understanding of electron transfer to ionic bonding through structured, sequential questioning that strengthened both scientific reasoning and language use. Teachers across the school use digital technology extensively to support

teaching and learning in all subjects. Pupils confidently use these tools for research, homework, collaboration, and sharing their learning.

Teachers accurately assess pupils' attainment and, along with external data, track individual progress. They use assessment information effectively to plan lessons that meet the needs of all pupils. In almost all lessons, teachers use high-quality assessment techniques to check understanding and correct misconceptions immediately. Feedback strategies, including self- and peer-assessment and written feedback, enable pupils to revisit their learning, close gaps, and sustain strong rates of progress. In a Year 11 EAL lesson, high-quality, comprehensive feedback directed pupils' attention to language and grammar specific actions while supporting them to express their own voice.

Teachers administer several formal assessment points throughout the year to measure pupils' attainment and progress. The school increasingly adopts standardised assessments, mostly from the UK. Staff analyse data at the individual pupil, group and whole phase level and examine trends in group attainment and progress. In the senior school, a strong emphasis on self-assessment helps pupils reflect on their learning, plan their next steps, and celebrate their achievements. Pupils know how well they are doing and what they need to do to improve.

Pupils are given frequent opportunities to work together. They enjoy these opportunities and show high levels of cooperation and collaboration between each other.

Standard 4: The curriculum

Highlights and Recommendations

- The curriculum is outstanding, enabling all pupils to make outstanding rates of progress. It is closely aligned to the requirements of the EYFS and the NCfE.
- The curriculum is well-planned with teachers translating the curriculum into detailed schemes of work with carefully planned teaching and learning objectives.
- The school supports the needs of pupils with EAL and SEND through well-planned and targeted interventions, enabling them to make good rates of progress.
- Pupils' academic potential, as well as their personal interests, are well developed through the school's high learning potential (HLP) programme.
- High quality university and careers' guidance prepare pupils well for the next steps in their education.
- An extensive programme of enrichment activities, available to all pupils, enhances and develops pupils' skills.

The quality of the curriculum is outstanding

The quality of the curriculum is outstanding. It is well planned, closely aligned with the EYFS and the NCfE, adapting effectively for the Thai context, and further enriched through a wide range of co-curricular activities. Teachers focus strongly on developing the Rugby School Learner Profile, nurturing characteristics such as resilience, reflection, versatility, global mindedness, communication, and collaboration. The curriculum weaves these skills through a holistic approach and integrates them seamlessly with academic subjects.

Teachers use comprehensive schemes of work to translate the curriculum into detailed lesson plans, leading to high levels of pupils' achievement. Across the school, specialist teachers deliver lessons in languages, art, music, drama, design and technology, and a wide range of sports, giving pupils a broad-based education. The secondary curriculum offers pupils diverse IGCSE courses that build a strong foundation for further studies. Sixth-form students choose from an increasingly wide range of subjects that match their interests and ambitions, preparing them well for university around the world.

Teachers provide excellent support for pupils with additional learning needs. They use high-quality assessment information effectively to identify pupils with SEND and those needing additional language support. The school actively promotes translanguaging in learning, enabling bilingual and multilingual pupils to gain access to the curriculum more deeply while developing their critical thinking skills and cognitive flexibility. Specialist SEND teachers plan targeted support carefully, adapting tasks and activities to help pupils succeed. Staff maintain close communication with parents of identified pupils so that they can support their child's learning at home.

Through the high learning potential (HLP) programme, the school identifies and extends pupils' advanced learning and higher order thinking skills through a wide range of activities and enrichment opportunities. The senior school's 'supra- curricular programme', including the extended project qualifications (EPQ), academic competitions, and numerous academic and personal workshops, develops pupils' intellectual curiosity and readiness for life beyond school. Inspectors met a number of A-level students who demonstrated exemplary independence, critical analysis skills, and high-level metacognitive skills in preparation for university through their high quality EPQs.

The personal, social health and economic (PSHE) curriculum, embedded within the 'Whole Me' programme, provides clear progression through age-appropriate and contextual themes. Teachers place a strong emphasis on inclusion, diversity, cyber safety, and tackling harmful attitudes. The relationships, sex and health education (RSHE) written programme promotes healthy relationships, well-being, and global citizenship. Pupils report that it helps them manage and resolve conflicts both in- and outside school.

The school implements a well-planned careers education programme across the prep and senior schools. Teachers and career advisors support pupils and parents through workshops

and events that encourage pupils' self-reflection on ambitions and talents. Pupils visit universities and explore a wide range of courses and career options. They feel very well informed prior to the choices they make. Teachers provide expert guidance for university applications, resulting in all pupils securing places at their first-choice universities at the end of the final academic year.

A rich extra-curricular programme further enhances the curriculum, offering pupils opportunities to develop personal interests and skills that contribute positively to their personal development, confidence, and well-being. Pupils have opportunities to explore and develop both academic and personal skills, including the most popular clubs such as robotics and baking. Interventions are also planned for pupils who require additional support in academic subjects. A vast majority of pupils attend these sessions and appreciate the variety of choices and the opportunities to influence these.

The rich extra-curricular programme also takes place over weekends to meet the needs and interests of boarders. A carefully crafted programme of trips, visits, sports events and activities such as pizza making and wakeboarding ensures that boarders extend their skills and interests and learn together.

Teachers make extensive use of the local community to enhance the curriculum. Trips to local Buddhist temples and mindfulness centres, residential trips to Nong Nooch Tropical Gardens enable pupils to explore pottery, science and Muay Thai and to investigate coastal areas and to obtain a snorkelling qualification. Senior pupils enjoy internships at local law firms and hospitals.

Standard 5: The quality and quantity of the school's accommodation and resources

Highlights and Recommendations

- Staff are highly qualified and many are very experienced, enabling the school to meet the needs of all pupils, including those with additional needs very well.
- The campus provides much specialist accommodation that is very well maintained, including specialist sporting and boarding facilities.
- A wealth of learning resources allows all aspects of the curriculum to be delivered very effectively across all three phases.

The quality and quantity of the school's accommodation and resources are outstanding.

Specialist staff deliver the curriculum in a safe learning environment. Most teachers are trained in the UK. Almost all teaching assistants are qualified; boarding staff and those who

provide support for pupils with SEND have received specialist training. There are many non-teaching specialist staff administering the work of the campus.

The campus is spread over 80 acres and contains several purpose-built facilities, which are maintained to a very high standard. Pupils benefit from a wealth of learning resources and appreciate how the physical environment supports them in both reaching high academic standards and developing socially.

The campus provides a safe environment for pupils, staff, and visitors. Entry and exit to the site are restricted. All adults wear lanyards for identification. Staff monitor the campus constantly and manage traffic flows onto and off the site.

There are many specialist resources, including numerous sports pitches, tennis courts, four swimming pools, two indoor gyms and a fitness centre. A science centre, recording studio, specialist rooms for design and technology and art and a lake for sailing ensure that pupils can participate fully in all areas of the curriculum. Changing facilities, including showers for pupils, are available with separate facilities for adults.

The outdoor education centre broadens pupils' learning experiences. Pupils participate in archery, and a high rope course with a zip wire is designed to build pupils' team working skills. The eco-garden increases pupils' awareness of the natural world and sustainability.

Classrooms and laboratories are suitable in size for the number of pupils in each group. Furniture is in a very good state of repair and walls display pupils' work and clear guidance on learning. Air conditioning is present in all classrooms and the acoustics and lighting are good. Corridors are spacious, facilitating the smooth movement of pupils to and from lessons.

Children in the pre-prep phase have access to specially designed outdoor spaces in addition to their classrooms. These outdoor spaces are covered and are used by teachers to deliver the curriculum. These spaces help to develop children's gross motor skills. Sixth-form students benefit from a dedicated centre for studying.

Standard 6: How well the school cares for and supports its students

Highlights and Recommendations

- The care of pupils is exceptional. The induction programme allows pupils including boarders to settle into school life quickly.

- There are rigorous procedures in place for protecting and safeguarding pupils, which align with UK and Thai requirements. This includes arrangements for the safer recruitment of staff.
- The school has several teaching and non-teaching designated safeguarding leads (DSL), trained to an advanced level, who are easily accessible for pupils and staff who may have safeguarding concerns.
- Pupils know how to keep themselves and others safe.
- Parents work closely with staff to make sure the school has all the necessary information to keep every pupil safe. Pupil records are kept securely.
- High quality medical provision is available in well-equipped facilities staffed by qualified nurses during the day and in the boarding houses at night.
- The site is kept safe and secure through the risk assessment of activities. These assessments are stored securely.
- Facilities, such as the dining areas, toilets and minibuses, are kept in very good order. Minibus drivers have the necessary licenses and kitchen staff have the necessary hygiene qualifications.
- Boarding arrangements closely monitor the welfare of pupils and provide a safe and secure environment.

Care and support for pupils across the college are outstanding

The care of pupils is exceptional. Pupils benefit from a superbly planned induction programme when joining the school, providing them with access to their tutor, the head of the school and tours of the campus. Boarding pupils have a special induction offered in the evening before they start school to acquaint them with their new surroundings and fellow boarders.

The school has a rigorous recruitment process which meets all the regulatory requirements. This process includes the checking of the identity of prospective staff, their medical fitness, professional qualifications, police checks and character references from their previous employer. Hard copies of documents are also retained in separate employee personal files. References for prospective employees are verified by an additional telephone call to confirm the identity and the validity of written references.

All checks are carefully recorded on a comprehensive single central record which contains helpful additional information, such as training and review dates. Monitoring checks are rigorously completed by all school leaders, including the principal, to ensure that the records are accurate and up to date for any new appointments in the school.

A wide range of school leaders, including governors and specialist staff involved in the appointment of new staff, have completed safer recruitment training. There is always a suitable trained member of staff on recruitment panels.

The safeguarding of pupils is given the highest priority by staff. The school has robust procedures in place that meet all the regulatory requirements for child protection and the safeguarding of the children in its care. As well as the annual safeguarding training for all members of staff, the school ensures that it provides job specific training relevant for boarding staff. Arrangements exceed the expectations set out in the UK. Teaching and non-teaching staff, including the school's matron, are DSLs.

Pupils have easy access to a wide range of individuals who have been trained to an advanced level in safeguarding, including boarding staff. Safeguarding is a central theme in meetings, ensuring that early concerns and actions needed are shared and taken with all staff. Parents are aware of the school's safeguarding procedures and know who the DSLs are in the school. They believe that pupils are safe in school.

Pupils know how to keep themselves and others safe, including when online. When asked, pupils can list several staff that they would approach if they had a concern. The counsellor plays a key role in meetings to ensure a timely, proactive approach to offering help where needed. This means that pupils succeed in maintaining positive friendships almost all the time. They fully understand that bullying is unacceptable behaviour. Pupils who face difficulties are supported very effectively.

A specialist admissions team makes sure that parents provide the full contact details and education and medical history of their children prior to admission. Each school phase has access to its own dedicated health centre staffed by a qualified nurse. Parents can arrange for prescribed medicines to be given to their children by medical staff during the school day and in the boarding house. Parents are asked for consent in advance should their child require emergency hospital care. First aid training is arranged for key staff and first aid boxes are available in classrooms and minibuses, and on school trips.

Dining facilities are clean, spacious, and welcoming. Food hygiene checks along with the display of food hygiene certificates, confirm that high standards are maintained by the catering team.

All the required consents are collected from parents for school trips and collection of children under the age of 11 at the end of the day. School leaders and staff closely supervise drop off and pick up times to ensure a safe handover.

A wide range of risk assessments have been developed to cover all likely hazards that the school is likely to encounter, including fire and lightening, warnings from foreign embassies

with relevant actions to minimise risk. Chemicals are kept secure in lockable storage areas in science laboratories. High risk items are regularly checked by specialists, including fire appliances and electrical equipment is subject to regular portable appliance testing (PAT). Weekly checks of large play equipment are carried out during site tours.

School minibuses have scheduled maintenance checks and are in a good state of repair. All drivers undergo necessary employment checks, including the possession of a valid driving licence and regular medical checks.

The three boarding houses offer a welcoming, safe, and secure environment for the boarders. Each house is designed to accommodate separately senior girls, senior boys, and a mixed house for prep pupils. There is a mixture of room plans with dormitories for younger pupils and ensuite single rooms for the sixth form students. Separate toilet and shower facilities are provided on each floor. A multi-purpose social area provides a flexible space for town hall style meetings, registration times and social gatherings. All houses are equipped with a kitchen area for making snacks, indoor games tables and electronic consoles. There are extensive floodlit sports areas immediately outside each house and these are available for all boarders to access for sports practice and leisure time out of school and at weekends.

A qualified nurse is available for the care of pupils in a well-equipped medical facility during the day and night. House parents appreciate feedback from students and listen carefully to requests, for example, to extend activities available and now offer 'Sunday Fundays'. There is a carefully planned programme of events and activities at weekends.

Well-organised procedures and protocols exist for pupils' temporary absence during the school year. Arrangements are carefully planned for pupils' safe collection and departure home using the school's minibuses and drivers.

Standard 7: The school's partnership with parents and the community

Highlights and recommendations

- There is a strong and embedded partnership between school staff and parents and the local community.
- Relationships with parents are warm, transparent and built on mutual trust and shared purpose.
- Communication systems are effective and accessible across all phases.
- Parents are actively involved through workshops, town-hall meetings and the RST Parents' Association.
- The school makes a significant contribution to and draws from the local community through charitable partnerships and professional collaboration.

The school's partnership with parents and the community is outstanding.

There exists a very strong and embedded partnership between staff, parents and the community. Staff demonstrate high levels of transparency, responsiveness and partnership with parents and carers. The school's approach to communication reflects its ethos of openness, accessibility and collaboration, ensuring that families are well informed and engaged in their children's education.

Communication with parents is clear and frequent across all phases. Parents describe the school as open and approachable, highlighting the quality of dialogue with teachers and leaders. In pre-prep, families particularly value the daily contact and accessibility of staff, noting that teachers know their children so well and always make time for them. Regular communication is maintained through a wide range of channels, including the school's portal, newsletters, town-hall meetings, coffee mornings and the parents' association. This variety ensures that all parents, including those with demanding schedules, can stay informed about school life and their child's progress.

Information provided to parents is accurate, detailed, and timely. Reports on attainment and progress are produced termly providing clear guidance on each pupil's next steps in learning. Parents confirm that feedback is constructive and easy to understand, enabling them to support learning effectively at home. Curriculum guides, termly letters and regular updates on events and co-curricular opportunities ensure that families remain well connected with the school's priorities and values.

The school's website contains all the required information, including statutory policies, curriculum details, safeguarding and complaints procedures, boarding provision, inspection reports, governance information and contact details. The site is regularly reviewed to ensure accessibility and relevance for current and prospective families.

The complaints policy is up to date. The policy provides clear guidelines for handling complaints including any complaints concerning the arrangements for boarding. Complaints and concerns are dealt with quickly and effectively.

Parents are highly positive about the quality of communication and the responsiveness of staff. Parents appreciate the school's strong focus on academic progress, well-being and enrichment, and the way leaders act upon feedback. Many cited improvements in catering, the introduction of shaded walkways and flexibility regarding uniforms as evidence that the school listens and responds to feedback.

The parents' association plays an active role in supporting communication, charity events and cultural celebrations. Regular town-hall meetings, along with monthly catch-up coffee mornings with senior leaders provide further opportunities for two-way dialogue that helps to sustain trust between home and school.

Parents and carers feel informed, heard and valued as partners in their children's education, confirming the school's commitment to genuine collaboration and continual improvement.

The school draws effectively on community resources to enhance pupils' learning and social responsibility. Partnerships with local organisations, including the Red Cross, Hope for Strays and regional orphanages, give pupils authentic opportunities to engage in charitable and service projects. Parents often play an active role in supporting these initiatives through volunteering, donations and event organisation.

The school also provides its facilities and expertise as a community resource. The campus regularly hosts sporting and cultural events open to local families, strengthening positive relationships between the school and its surrounding community. These initiatives reinforce pupils' understanding of service and citizenship, embodying the school's ethos of 'The Whole Person, The Whole Point'.

Standard 8: Leadership and management

Highlights and Recommendations

- The leadership and management of the school is highly effective and succeeds in securing very high outcomes for its pupils.
- Governors know the school well and make a significant contribution to the leadership of the school.
- Leaders have a clear vision for the school that is shared with members of the community.
- Leaders have an accurate understanding of the school's strengths and areas for development with evidence-based improvement plans in place.
- All staff, including senior leaders, are held to account.
- The views of parents and pupils are regularly canvassed, and leaders act upon the results, confirming the strength of the parents' and pupils' voice.
- Leaders of the boarding provision have established an environment where boarders feel safe and enjoy boarding life.
- Parents are very supportive of the school's leadership.

The leadership and management of the school are outstanding.

Leaders are highly experienced and deeply committed to the values and mission of the school. Their work impacts on all areas of school life in a highly positive way. Leaders are highly successful because they secure outstanding levels of provision that results in outstanding outcomes.

Leaders articulate a clear vision for the school as a world class leader in day and boarding provision. This vision is shared with members of the school community and serves to enthuse staff, pupils, boarders and parents. All members of the school community enjoy being part of the school and are determined to continue to achieve the highest possible standards. They appreciate the vital role school leaders play in creating a school that enables all pupils to achieve considerable academic success and to become very productive members of society.

Governors are experienced and proactive in their approach to the school. They are enthusiastic about all areas of school operations and excited about building upon the considerable success of the school. They ensure that the school operates legally and monitor the quantity and quality of resources. Governors know the school very well and have a detailed and accurate understanding of the school's strengths and areas for development.

Governors have a deep understanding of strategic leadership and use this understanding to set a key direction and priorities for school improvement. They have created several committees that monitor, evaluate all key aspects of the school's performance and oversee the impact of change and development. For example, a governor accompanies the principal to the monthly parents' coffee morning; another meets with the principal on a weekly basis. Feedback from the parent coffee mornings led to changes to the drop off and pick up arrangements for pupils.

Procedures for monitoring and evaluating the work of the school are well established. Self-evaluation takes place regularly and takes into account key aspects of the school's operations at all levels. The evidence accumulated forms the basis of the school's development plans. These plans identify clear, relevant and achievable priorities for development that all staff are committed to.

A full staff appraisal system is in place. Governors meet regularly with the principal to review progress towards strategic and operational priorities. Senior and middle leaders appraise their team members and team leaders regularly carry out lesson observations in a supportive climate. Assessment of staff performance at all levels is combined with opportunities for development and improvement. Trained coaches deliver a highly effective coaching and mentoring programme. Staff express high levels of satisfaction with this approach, enjoying the fact that their individual needs are consistently met. Staff regularly share best practice and many are keen members of subject networks across the region. As a result, the quality of teaching is outstanding.

All staff receive annual training on keeping pupils safe in education. They recognise the importance of risk assessing activities and are kept up to date on health and safety regulations. Boarding staff receive training on keeping boarders safe and managing boarding provision at weekends.

The school systematically canvasses the views of pupils, boarders, parents and staff on a regular basis. Almost all staff are proud of the school and enjoy working there. They feel well supported by school leaders and believe that the school is led and managed effectively. Staff feel that school leaders succeed in creating a climate of cooperation and collaboration. They believe they are treated fairly and with respect and feel leaders care about their well-being. Overall staff feel well trained and well supported. Several staff are taking professional qualifications such as National Professional Qualifications and the Post Graduate Certificate in Education recognised in the UK.

Pupils enjoy coming to school. They feel safe and supported with their studies. Pupils enjoy their lessons and have excellent relationships with staff. They appreciate the high-quality facilities available to them and are very keen to take part in a wide range of learning and extra-curricular activities.

Parents are strongly positive of the school's leadership. They find leaders at all levels highly approachable and very knowledgeable of the curriculum and the achievements of individual pupils. Parents believe that pupils are safe at school and well cared for. Their concerns are quickly dealt with and they believe the school is led very effectively by leaders determined to help all pupils achieve all that they can.