



**BROMSGROVE  
INTERNATIONAL  
SCHOOL** THAILAND



**EDUCATION  
DEVELOPMENT TRUST (EDT)  
INTERNATIONAL SCHOOLS  
QUALITY MARK (ISQM)  
ACCREDITATION  
REPORT SUMMARY**



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Date of Inspection: 18-20 November 2019



## 1 Introduction

The purpose of an EDT inspection and accreditation is to bring about school improvement. Accreditation serves two goals:

- To provide a means by which parents 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 (SIP) is crucial in ensuring ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan. Accreditation criteria are rooted in high standards; they relate to international standards and benchmarks, and to other inspection regimes (for example, Ofsted, England) and, in the case of Thailand, ONESQA from the Thai ministry.

## 2 Accreditation status Accreditation status

The EDT visiting inspection team graded Bromsgrove International School (BIST) on 8 *Inspection Standards* shown below, giving each of these a grade on a four-point scale as follows:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

## 3 Grading awarded for BIST following the inspection visit

Standard 1: The standards reached by students in their work and the progress they make = *Good*

Standard 2: Students' personal development = *Outstanding*

Standard 3: Teaching and learning = *Good (with elements of Outstanding)*

Standard 4: The curriculum = *Outstanding*

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

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

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

Standard 8: Leadership, Management and Governance = *Good (with elements of Outstanding)*



Bromsgrove International School, Bangkok is recognised as having met the required standards for accreditation. The school has been awarded the Education Development Trust International School Quality Mark at **Silver level** which reflects the **good or higher judgements** in all of the following sections:

Standards and achievement  
Teaching and learning  
Leadership and management

This accreditation is valid from **20 Nov 2019 to 20 Nov 2024**.

#### **4 Team visit summary of inspection**

This ISQM verification inspection was carried out by a team of three Education Development Trust inspectors. The inspection team had access to a wide range of information about the school prior to the inspection. Over three days, the team visited 44 lessons, observing teachers in a wide range of subjects. Inspectors held 28 meetings to interview senior leaders, heads of faculty, the head of learning support, other middle leaders and staff, students, parents and governing body members. Inspectors also observed break times, assemblies and other aspects of the school's work. The team scrutinised students' work, including that completed electronically. They also looked at school documents including: the school's self-review document (SRD), development plans, policies, assessment systems, data analyses, behaviour incidents, complaints and safeguarding procedures. They observed the school at work and followed up on any issues raised.

#### **5 Overall main strengths of the school**

- The good and outstanding progress made by all students across the school.
- Students' excellent attitudes and behaviours for learning and their positive relationships across the school community.
- The school's commitment to the development of the whole child.
- The exceptional school enrichment programme for both day and boarding students covering a wide range of sporting, musical, artistic and academic options.
- The extremely rigorous and comprehensive safeguarding measures in place to protect all students and promote their welfare, health and safety.
- The strong capacity of the Headmaster and senior leaders to improve the school.



## 6 Highlights of the inspector's findings by Standard

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

#### **Early Years Foundation Stage & Year 1**

'Almost all pupils speak Thai as their first language. They make rapid progress because teachers have a good understanding of how young children learn. The attractive learning environment gives children access to a wide range of interesting resources to explore and investigate imaginatively'.

'Children make good gains in all areas of learning. As a result, by the time they leave they reach standards that are close to those found in UK schools'.

'Children's acquisition of language underpins their rapid progress in speaking, reading and writing'.

'Children's progress and attainment in mathematics are outstanding'.

'In all areas of the curriculum, children have ready access to age-appropriate resources. They are well prepared to start Year 2'.

#### **Primary Years 2-6**

'Students make outstanding progress in English from their various starting points'.

'Attainment by the end of Year 2 is broadly in line with UK averages in reading'.

'The intensive and highly effective individual support from the Additional Educational Needs department, teachers and teaching assistants means that these students make rapid progress in their understanding and use of English'.

'Inspectors saw some excellent examples of independent writing in students' books'.

'The focus on spelling, punctuation and grammar is prominent in all English lessons throughout the primary section and this is resulting in noticeable improvements in writing'.

'Students' confidence and fluency in reading grow as they move through the primary school'.

'Students' attainment and progress in mathematics are outstanding throughout the school'.

'Students maintain their rapid rates of progress throughout key stage 2 so that by the time they reach Year 6 their attainment is well above that found in UK schools'.



## Secondary – Years 7-13

‘In secondary, students demonstrate a maturity that supports outstanding progress and achievement’.

‘Students make outstanding progress in **English** from their various starting points. A high priority is given to improving their speaking and listening skills and this is demonstrated in their confidence as they willingly contribute to class discussions, speak in assemblies and make presentations, even when their language skills are limited’.

‘A high number of new students join the secondary school with a low level of English but their progress accelerates through Key Stage 3 because of the language support which they receive and the attention paid to developing speaking and listening skills’.

‘The whole-school focus on literacy is having a positive impact on students’ attainment in writing, their comprehension of more complex vocabulary and their ability to tackle a wide range of challenging literary texts’.

‘Students’ attainment in IGCSE English is broadly in line with UK and world averages and has shown year-on-year improvement’.

‘The attainment of those students who choose to study English literature at A level is outstanding and well above UK and world averages’.

‘Teachers’ excellent subject knowledge and high expectations enable students to become skilled literary critics who can write persuasively using logical and fluent arguments’.

‘Students’ attainment and progress in mathematics are outstanding throughout the school’.

‘Their attainment in mathematics significantly exceeds that of students in UK schools in every measure at IGCSE and A level’.

‘At A level, students achieve well above the world average with 70% of those entered achieving A\*/A in further mathematics and 59% of those entered achieving the same grades in mathematics’.

‘The development of students’ investigative skills continues strongly and attainment is above world averages in IGCSE examinations in biology, chemistry and physics’.

‘Students’ A-level science results are good and are in line with or above world averages’.

‘Students’ attainment and progress in **computing** are good. Students continue to make strong progress throughout Secondary’.

‘Secondary students excel in subjects such as sport, music and performing arts, which are strengths of the school’.



## **Standard 2: Students' personal development**

### **Whole school EYFS – Year 13**

'Students' personal development is outstanding in all phases of the school. Pupils enjoy coming to school and arrive well prepared to learn'.

'There are excellent interpersonal relationships between students, based on mutual respect and support and a positive atmosphere for learning'.

'Students' are highly energetic and enthusiastic and participate in the wealth of opportunities offered to them to develop their interests, social skills and leadership qualities'.

'Students' appreciate the inclusive, multicultural and friendly school community, where they feel safe and well supported'.

'Students demonstrate high levels of self-discipline and their behaviour is excellent throughout the school day'.

'Conduct is exemplary because students think about how others are feeling, care for one another and respect and celebrate similarities and differences'.

'Students understand that they are expected to take responsibility for their own actions'.

'Bullying and inappropriate behaviour are very rare and are resolved swiftly'.

'Students have numerous opportunities to exercise leadership roles at all ages'.

'Relationships are positive in all aspects of school life'.

'Students report that they feel that their teachers care about them, both in terms of their academic progress and their social and emotional well-being'.

'Students recognise the importance of the Bromsgrove Learner Traits that underpin the different pathways that they follow. These eight traits, including qualities such as determination, curiosity and the ability to be a team player, are referred to positively by students in all phases'.

'This is a caring and highly inclusive school as is evident from the outstanding provision for students who have SEND'.



## **Standard 3: Teaching and learning**

### **Whole school EYFS – Year 13**

‘The quality of teaching and learning is good overall, with many outstanding elements’.

‘Teaching assistants support students’ learning very effectively and make a substantial contribution to their learning and progress’.

‘Warm and supportive relationships between the teachers and their students create a positive and encouraging learning environment where all students can flourish’.

‘Teachers, most of whom are experienced specialists in their subject areas, are highly committed and prepare a good variety of learning activities which engage students’ interest’.

‘Students spoke warmly of the support they receive from their teachers’.

‘From early years through to sixth form, teachers have an excellent rapport with their pupils, which is built on mutual respect and an understanding that they will work hard and do their best for each other’.

‘Teachers encourage students to take risks in their learning and this motivates them to want to have a go without fear of being wrong’.

‘Students across the age ranges have extremely positive attitudes to learning’.

‘Students are happy to work independently and, when given the opportunity, they cooperate well and enjoy paired activities’.

‘Students’ learning is enriched through the extensive extra-curricular programme’.



## **Standard 4: The curriculum**

### **Whole school EYFS – Year 13**

‘The curriculum is outstanding in all phases of the school and enables students to make strong progress’.

‘There is clear progression through the English national curriculum and a strong British focus throughout’.

‘The school has a very well-structured and sequenced curriculum’.

‘The school has an exceptional programme of enrichment activities, extended learning, specialist speakers and international and local trips’.

‘The school provides excellent guidance and support provided to ensure that students make the right choices for the next stage in their education’.

‘The curriculum is planned very well to ensure that students make good and often outstanding progress in all subjects’.

‘The secure acquisition of knowledge, skills and understanding prepares students extremely well for the next stage in their education’.

‘In early years, the curriculum provides children with exciting learning experiences through imaginative play and investigation that stimulate curiosity and engagement.

‘An outstanding range of Extra-Curricular Activities (ECAs) enhances and enriches the curriculum greatly’.

‘The curriculum emphasises the school’s diversity by celebrating a wide range of religious, national and international festivals and events annually’.





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

### **Whole school EYFS – Year 13**

'The school's accommodation and facilities are outstanding'.

'Improvements to the school's campuses have resulted in students enjoying an outstanding learning environment'.

'On both campuses, the school's accommodation has been developed in a thoughtful and imaginative way'.

'Attractive and well-used libraries are stocked with fiction and non-fiction books'.

'There are sufficient well-maintained classrooms that provide very attractive learning environments'.

'Canteens and snack shops serve a good range of high-quality food that includes healthy options'.

'The school has many eco-friendly and sustainable features with students actively involved in organising these initiatives'.

'The school has been very successful in recruiting high-quality, well-qualified staff. This is an important factor in explaining why the provision is so good'.

'Students take great pride in their school and do their best to keep it clean and tidy'.



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

### **Whole school EYFS – Year 13**

‘The school cares exceptionally well for its students and ensures their safety and well-being’.

‘The school’s Boarding provision is excellent’.

‘The head of boarding and boarding staff provide high levels of care and students are very well known to them’.

‘The students are supported well and encouraged to develop a good understanding of what constitutes a healthy lifestyle’.

‘Students value greatly the support they receive from staff, including the school counsellor, if they have emotional or personal problems’.

‘There is a strong commitment to safeguarding students. Arrangements for safeguarding match the current requirements in both the UK and Thailand’.

‘Students say that instances of bullying are rare’.

‘Much work is undertaken to help students keep themselves safe online, in particular with regard to social media’



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

### **Whole school EYFS – Year 13**

'The school's partnership with parents is outstanding'.

'The school provides extensive information in a variety of forms and parents comment very favourably on the high quality and frequency of the information they receive, stating, 'It is impossible not to know what is going on!'

'The school's social-media channels, class weekly emails and regular coffee mornings provide current families with extensive information'.

'Parents are welcomed into the school to celebrate their children's learning'.

'Parents say that they are able to communicate quickly and effectively with the school and that the staff and leadership are very responsive to their views and suggestions'.

'The school has a detailed complaints procedure in place and parents say that the school is very responsive when dealing with any issues and that the open-door policy means that issues are addressed immediately'.

'Responses to surveys of parents and feedback have improved year-on-year and show high levels of satisfaction with all aspects of the school's provision'.

'The school has an increasing number of links with the community and these are helping to enhance students' understanding of the world in which they live'.



## **Standard 8: Leadership and management**

### **Whole school EYFS – Year 13**

‘The Headmaster provides strong and effective leadership’.

‘Key to the school’s success is the strong and effective leadership of the headmaster, who has developed the school rapidly while still ensuring that its core values and principles are retained. He has an impressive knowledge of the school’s needs and has recruited a team of high-quality school leaders and staff who share his view that for Bromsgrove ‘only the best will do’.

‘The highly effective leadership of the school board and senior leaders have together brought about many improvements’.

‘The board of governors sets an ambitious, strategic vision for the whole school’.

‘Financial management of the school is secure and the board takes an active role in providing the necessary checks and balances’.

‘Governors play an important role in ensuring that safeguarding and child protection policies are reviewed thoroughly and implemented effectively’.

‘Board members know the school very well, are ambitious for its future improvement and recognise where improvements are needed’.

‘There is no sense of complacency in any part of the school. Leaders are determined that the necessary improvements will bring about greater levels of challenge for staff and students alike’.

‘As a fully inclusive school, Bromsgrove tackles any form of discrimination, promotes equality and celebrates diversity’.

‘Student numbers continue to grow and the accreditation visit confirmed that the school’s mission statement of ‘Achieving Excellence Together’ is being put into practice’.

‘Teamwork is strong and staff, students and parents unite around this vision’.

‘The school justifiably describes itself as meeting its overarching aims. This includes the aim to ‘produce happy, moral and creative citizens through enlightened, disciplined and broad education’.

‘Staff receive regular, relevant and good-quality training. This keeps them ‘current’ and aware of best practice’.



## **7 Overall recommended areas of development for the school**

The EDT inspection team identified three main areas that the school needs to improve in order to be awarded a Gold Level Quality Mark. These were as follows:

- Improve the quality and consistency of assessment across the school by ensuring that consistent approaches to assessing students' performance are known, agreed, understood and implemented by all staff and students in all phases of the school.
- Ensure all assessments are moderated so that staff and students are confident of their accuracy.
- Ensure that the outcomes of assessment are used by staff to plan learning which builds challenge and high expectations for all, but particularly for those students who speak English as an additional language and the ablest, enabling teachers and school leaders to be held to account for the performance of pupils based on accurate assessment information.

*End of EDT Report Summary*