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The Patron's  
**ACCREDITATION**  
AND COMPLIANCE  
REPORT

Wellington College  
International School,  
Bangkok

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The findings and next steps of this report reflect the collective work and agreement of the Peer Accreditation Team.

The Compliance and Accreditation visit took place between Tuesday 21 May and Thursday 23 May 2019.

Compliance and Accreditation is valid for 5 years. The next Compliance and Accreditation visit is due in May 2024.

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# COMPLIANCE REPORT

*Wellington College International School, Bangkok is compliant with Standards One to Five of the COBIS Compliance system.*

## 1.0 RECRUITMENT

The school has as a priority the recruitment of appropriately qualified and experienced staff.

### 1A

#### STANDARD

The school recruitment process is fair and transparent and ensures that appropriate staff and volunteers are appointed. This applies to all staff teaching and non-teaching.

#### FEEDBACK

All posts are advertised locally and also in the TES. All staff are required to apply by using a standardised application form. For all academic posts there are two rounds of interviews. Questions are standardised for each post and a meticulous list is kept of the progress of each candidate. Some UK-based candidates were interviewed in the UK by Wellington College. References are taken up from three referees all of whom are also contacted by telephone. For senior staff appointments, the governors are involved in the interview process – otherwise the governing board simply gives advice to the SLT. All teaching staff are required to undergo a lesson observation as part of the process. All staff appointed are then required to produce qualifications and have the appropriate UK or Thai police checks relating to working with young people. All staff are required to undergo a medical to prove their fitness to work. The school obtains the relevant work visas for all staff appointed from abroad and the Thai authorities carry out their own, separate background checks into these candidates.

#### NEXT STEPS

Maintain current practice.



**1B****STANDARD**

All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding of students.

**FEEDBACK**

During the accreditation visit a total of 14 documents were inspected, which represents 24% of the total staff. All the documentation was found to be not only correct but collated with extreme care and translations were provided where the original documents are not in Thai or English.

All staff are required to undertake an online child safeguarding course provided by Educare. The certificates for this training were made available during the visit and a copy is kept by HR on file for each member of staff. The training will be refreshed every year. For locally employed, Thai staff, a special in-house version of the training is made available both in Thai and in English. All visitors to the site are required to sign that they have read the school's code of conduct for adult visitors which is available in both English and Thai.

Some ancillary posts, such as bus drivers, are outsourced to local companies who are responsible for providing the police checks and safeguarding training. These are then checked by the school's Operations Manager, who has regular meetings with the companies involved. In the case of buses, the driver is always accompanied by a supervisor who monitors the children's behaviour.

The school has a DSL who has had face-to-face Level 3 training in November 2018 and is present at all interviews. There is also a deputy DSL. There are photos of these staff at key points in the school. There are currently no volunteers or supply staff, but the HR department has made provision for these on the single central register should they be needed in the future. As the school is currently small, the DSL acts also as the Counsellor and the posters indicate this. The DSL meets regularly with the link governor, although to date there have been no safeguarding cases that have needed to be recorded or referred. Should there be any case that requires onward referral, this would be passed on to the Thai authorities, who have appropriate facilities to deal with these in either Thai or English. Those cases that may involve any legal issues that need to be dealt with in English would be referred to the British Embassy in Bangkok.

**NEXT STEPS**

Maintain this high level of practice and continue to make provision for future developments.

## 2.0 STUDENT WELFARE

The school provides a safe and supportive environment for all young people.

### 2A

#### STANDARD

The school provides a pastoral structure that meets the needs of all students and promotes their personal development.

#### FEEDBACK

There is currently a house system but the class teacher is the first port of call for any pastoral issues. When the senior school opens in September this will be the house tutor. More serious matters can be referred to the Head of Junior School or Head of Prep but staff are reminded of their obligation to ensure that responsibilities are fully handed on. Given the small number of students, the current system works well. Clear progression of pastoral concerns is evident from the documentation held. There have been very few cases of referral, only one of which has necessitated the issuing of a behaviour plan.

The school is aware that it will have to review this when the senior school grows. It has a plan to implement this.

Well-being is central to the Wellington Philosophy but there are also discrete lessons where the necessary PSHE skills are taught. In Year 2, for example, texts chosen in English and other subjects support the current PSHE topics being studied. The strategies used to deliver the PSHE are P4C (Philosophy for children) and the Wellington Curriculum supplemented by WHO produced materials to provide a programme that is appropriate for Bangkok. The full range of topics is covered by the programme, although special sensitivity is applied when dealing with sex education and alternative lifestyles.

The school reflects this in its own operating practices, for example, by providing a gender fluid uniform. The well-being programme will be delivered through houses in the senior school when it opens. The school believes that all teachers are deliverers of PSHE and its professional training allows them to evaluate their ability to deliver effective lessons. The pastoral system offers further opportunities to build upon the vertical collaboration that the house system currently affords, with a view to developing these further in the new senior school.

#### NEXT STEPS

Consider ways of developing the pastoral structure so that it is appropriate for both junior and senior schools in a growing environment.

**2B****STANDARD**

The school has provision for the health and safe supervision of all students to allow them to flourish in the school environment.

**FEEDBACK**

The school buildings are located on a secure site in the western outskirts of Bangkok. The main entrance has two perimeter fences, the first for vehicle access and the second for pedestrians once they have alighted from their vehicles. Both are manned by security guards and at the second security point there are barriers that only allow access to pupils, parents and staff, all of whom have access passes. Parents' access is restricted to the Atrium and the café adjacent to the main entrance and notices clearly indicate where their access rights end.

All visitors to the site have to report the security, show ID and then are issued with a temporary pass. They are also required to sign a document to confirm that they have read the school's visitor policy. The passes then allow access only to particular parts of the building that are otherwise locked. All outside contractors who access the site are accompanied by a member of staff throughout their visit or are monitored by the security guards who patrol the premises at all times during the school day. The school also takes measures to ensure that most maintenance work takes place at the end of the day or at the weekend when there are no children present on site.

The school holds fire drills at least once a term. A record of these is kept by the Operations Manager who, along with the head of junior school, is responsible for health and safety. A full review is taken after each evacuation to see if improvements need to be made. The school lift is clearly marked as not to be used in a fire and all fire exits are clearly marked in Thai and English. A critical incident lockdown policy also exists and is also practised and reviewed termly. There are several, clearly marked exit points from the building and the EYFS pupils are able to access the assembly point directly from their classrooms.

The UK-based risk agency, JLL, advised the school on the specification for this very new building to ensure that it meets current building requirements. The school has additionally invited the Thai fire authorities to carry out an independent audit of the facilities. They have given five recommendations for improvement, which the school are currently working through. None of these would affect any compliance matters.

The school has a purpose built, modern medical facility on site. This is staffed permanently during the school day by the school nurse who is employed from an outside



agency. The nurse has full medical qualifications and safeguarding certificates and can issue non-prescription medicines to the pupils. Of a morning, each pupil's temperature is checked upon arrival at school and any sick pupil is sent home. Any child wishing to visit the nurse is accompanied by a member of academic staff and the nurse will contact the parents to let them know the child has visited the sick bay. The nurse has a number of protocols to follow (for example, if a child has banged his/her head) and will refer any serious cases on to the nearby hospital, which provides five-star bilingual treatment.

The nurse also administers medicines to pupils with chronic illnesses and keeps a care plan for them. She also meets with staff who teach these children to run through the care plan and will monitor these pupils throughout the day. As there are currently only three pupils with care plans, this system can be sustained for the time being, but the school is aware of the limitations and is investigating ways of disseminating this information digitally.

The school currently has a junior school style science facility that is equipped as such. Safety goggles and lab coats are available to all pupils and the limited number of dangerous materials are stored appropriately. The new facility has a science lab that meets with the more stringent requirements of senior school science, with a separate, lockable preparation room, fume cupboard and firefighting equipment. The technical staff has received appropriate training in handling dangerous substances before taking up employment.

Toilet facilities are provided throughout the building on each floor. These are modern facilities that are age appropriate to early years and junior school. In the latter, the toilets are separated by gender. There are separate facilities for adults and the doors are clearly marked as such. The number of toilets is more than triple the minimum expected to meet UK standard requirements. Separate facilities are also available in the gender separated changing rooms in both the sports hall and the swimming pool with shower room cubicles in both locations. The showers in the swimming pool are quite small and are to be replaced as they are only suitable for junior school pupils.

## **NEXT STEPS**

To ensure that these high standards are maintained as the building continues to grow.



**2C****STANDARD**

The school ensures that, through positive behaviour management, students are supported in their learning and safety.

**FEEDBACK**

The school has a number of policies that support its stated aim of reinforcing positive behaviour. The rewards system is well understood by staff, pupils and parents alike and is based on the house point system. Both pupils and their parents follow the house points very keenly. The school also has a traffic light system of sanctions that leads to referral to the class teacher and then to the head of junior, or pre-prep, and then to the Master. The school keeps a detailed record of the small number of cases (5) that have been referred to the heads of schools and of the action taken.

The school also trains all academic staff in how to defuse and depersonalise any incidents of poor behaviour. This has proved so popular that parents have asked for the school to share its success with them. A recent workshop on positive discipline was attended by over 100 parents.

The leadership team use the data recorded by class teachers to help inform their practice in behaviour management. The areas of punctuality and attendance have been identified as causes for concern and the school is currently putting strategies into place to help make improvements. It is too early to say if these have yet had an effect and the matter will be transferred to next year's school development plan.

During the visit, the pupils were observed to behave in a polite and orderly manner when moving around the school. The pupils wore the school uniform neatly and with pride. They treated each other with respect and were polite with visitors. There was a total absence of litter in the grounds. In class time, however, there were a number of incidents of low-level disruptive behaviour that were observed. Only rarely were these acted upon by the class teacher.

**NEXT STEPS**

To continue to evaluate the punctuality and attendance.  
To consider strategies to deal with low level disruption.

**2D****STANDARD**

The school ensures that off-site activities are appropriate and safe.

**FEEDBACK**

Despite being a young school, a number of residential and day trips have been undertaken in the first two and a half terms. Trips are authorised by the SLT and must have a clear curricular element and a community service component. All classes in Year 3 and above attend a residential trip.

Although the school uses agencies to help them with the logistics and the bookings of venues, accommodation and transportation, it also carries out its own recce beforehand to help produce its own risk assessments. These documents are exceptionally comprehensive but at the same time extremely practical, evaluating the level of risk and giving strategies for avoidance. There are cross referenced photos included with each risk to give additional context.

Staffing is exceptionally generous by UK standards, with the normal being a ratio of 1:6 pupils plus an additional member of staff. Attention is paid to a good balance of gender in staffing and there is always a Thai speaker on each trip. Currently, there are no trips that visit destinations outside of Thailand.

Parents are always requested to provide written consent for their son/daughter and are given detailed information about all aspects of the trip. The drop off and pick up point for every trip is in the school grounds to provide consistency of approach.

**NEXT STEPS**

Maintain the current high standards, whilst ensuring that policies continue to be appropriate as the school grows into upper years.

## 3.0 FACILITIES

The school provides all students with access to an environment conducive to learning and that keeps them safe.

### 3A

#### STANDARD

Accommodation supports the learning needs of students.

#### FEEDBACK

The modern and recently completed school buildings are located in the West of Bangkok. The school is in an area where there is little public transport available and the access and car parking arrangements are consequently generous and well organised. The arrival and departure from school feels relaxed, safe and well ordered.

The classrooms are spacious and can easily accommodate the current group sizes, whilst allowing room for future growth. The rooms are equipped with modern, state of the art furniture and all have beamers and ICT facilities. There are no corridors as such, but wide break-out areas between rooms that provide learning zones for small groups of pupils and also large play areas if break times have to be spent inside during inclement weather, or episodes of poor air quality.

Specialist accommodation is provided in the junior school for art, music, science and Thai language. These rooms are also generously equipped with the appropriate facilities. The plans for the senior school are also beginning to take shape with one wing completed that contains additional science, ICT and drama facilities. A theatre is also under construction. A large sports hall is available for indoor sport lessons and is complemented by two swimming pools (one currently closed for renovation) and a large sports field and running track. There are additional fields and tennis courts next to the sports hall. The school also has access to the adjacent golf course.

#### NEXT STEPS

Maintain current high standards as the facilities expand to meet the growing school.



**3B****STANDARD**

The site(s) provides a secure environment for students to enjoy.

**FEEDBACK**

The buildings are modern and exceptionally clean. The cleaning company keeps to a strict schedule that is published in advance. The security team keep a close eye on the premises and CCTV is fitted throughout the building and the images are kept for a period of 3 months. There is air conditioning that maintains the temperature at a comfortable 24 degrees thus combatting the heat of Bangkok. There are also machines fitted to monitor the quality of the air. The school also follows advice given by the local authorities about the suitability of weather conditions for outdoor play.

The buildings are well-maintained. The pathways are well built and are safe. The outdoor areas are equipped with play materials that are age appropriate and segregated. The EYFS classrooms have an outdoor area with slides and swings that are checked each day for mechanical safety. The whole play area is fitted with soft flooring, or with sand that is changed twice daily.

Break times are staggered for the nursey and junior pupils and a separate dining area is provided for the youngest pupils. There is a staff duty rota that was observed to be strictly adhered to during the visit. The school has made optimum use of its outdoor facilities which means that not only do pupils have a wide range of facilities available at break times, but the school can also use these to enhance the learning opportunities during curriculum time.

**NEXT STEPS**

Maintain current standards and working practices.

**3C****STANDARD**

The fabric of the school provides an effective working environment.

**FEEDBACK**

The school has been skilfully designed in such a way that all areas can be used as a learning resource, which adds to the feeling of spaciousness. Covered walkways between the buildings provide shade from the heat in the hotter months and offer protection from heavy rains during the wet season.

The school library is nearing completion. The library is located centrally to afford maximum access. It is equipped with a wide range of English language fiction appropriate for a junior and nursery school. The top floor is currently being furnished with non-fiction books and will be ready for Year 7 and Year 8 in September. The two floors of the library are inventively linked by a slide to ease access. This is checked along with the playing equipment. The library was well used by pupils during the visit, especially by the junior school pupils.

There are two dining halls that provide all pupils with their lunch, morning snack and afternoon snack. Pupils are not allowed to bring their own food on to the premises. The school has outsourced its food provision and the company chosen provides a choice of Western and Asian main courses and desserts each day. Menus are agreed by the company in consultation with the school's management team. The pupils also report that they have had some influence on the content of the menus. These are well balanced and the dining halls are decorated with posters promoting healthy eating. Vegan options are also available. All the staff who work in the canteen are compliant with food hygiene regulations and have had the appropriate training and certificates to carry out their jobs.

**NEXT STEPS**

Ensure that all new facilities meet the same high standards.

**3D****STANDARD**

Overall facilities meet the needs of all students including those with learning needs or a physical disability.

**FEEDBACK**

The school is fully accessible to pupils with physical limitations. There are no narrow corridors and doors are wide and most slide open and shut. All light switches and plug sockets are at a height that makes them accessible to a wheelchair user and are also fitted with tamper proof guards to protect small, curious fingers.

Ramps are provided at each stairway entrance to the school and there are bannisters to help those who are less able on their feet. There are two lifts that give access to all areas of the building. There is currently one pupil on roll who has mobility issues and he was observed to move around the building with few difficulties.

**NEXT STEPS**

Ensure that new buildings maintain the same high level of access.



## 4.0 GOVERNANCE

The school's governors/proprietor(s) work to support students and the work of the school.

### 4A

#### STANDARD

All governors or proprietor(s) meet all the requirements for staff with access to young people reinforcing the importance of safeguarding within the school.

#### FEEDBACK

There are two UK appointed governors and two from Thailand, all of whom have the relevant police background checks. All have received safeguarding training and the Thai governors also work in educational institutes in Thailand. They have received additional training from those bodies that supplements the UK based background provided by the school. The chair of governors is the designated link for safeguarding and has received the appropriate training both for the UK and Thailand. There are frequent meetings between the link governor and the DSL. The other Thai appointed governor is responsible for Health & Safety and Finance and has regular meetings with the Bursar and Operations Manager. The governing body will be increased from four to five people as the school grows. Plans are already in place for this appointment.

#### NEXT STEPS

Ensure that all governors keep up to date with developments in safeguarding both in the UK and Thailand and keep records of these.

### 4B

#### STANDARD

Measures are in place for governors/proprietor(s) to either register interests and/or manage conflicts of interest.

#### FEEDBACK

All governors are required, upon appointment to post, to sign a document that details any potential conflicts of interest, with priority given to any financial interests. This is taken most seriously by the board.

#### NEXT STEPS

Maintain current practice but consider noting potential conflicts against individual agenda items.

**4C****STANDARD**

There are written procedures/protocols for the remit of the work of governors/proprietor.

**FEEDBACK**

Clear structures are in place not only detailing the work and responsibilities within the board, but also outlining the division of responsibilities between the board and the school leadership team. Discussions showed that members of the board knew which area of the protocol they are directly responsible for, but these are not set down on paper.

**NEXT STEPS**

Refine the current documentation so that specific roles are assigned to specific governors.

**4D****STANDARD**

There is appropriate induction for new governors.

**FEEDBACK**

The board is currently drawing up a protocol for induction of its fifth member. This includes induction into the working practices of the school and expectations of a governor.

**NEXT STEPS**

Adapt the documentation for the new governor so that it can be applied to any potential new members for the board.

**4E****STANDARD**

Governors or proprietor have a commitment to training or development.

**FEEDBACK**

As the school is relatively new and small, the governors' training has mostly taken the form of cascading sessions, where members of the leadership team have attended board meetings to update the governors on the latest developments in curriculum and educational good practice.

The governing body has been enrolled in the Educare on-line training system and will be required to follow courses as requested by the leadership team. Further training is scheduled to supplement that already provided on safeguarding and health and safety.

**NEXT STEPS**

Continue current cascade training whilst the school is growing and then investigate opportunities for training thereafter.

**4F****STANDARD**

The governors or proprietor provide records of meetings, decisions as appropriate and separately that parents know how to contact the governors/proprietor.

**FEEDBACK**

There are detailed minutes produced of the termly board meetings. These include outcomes that are sometimes difficult to ascertain as they are buried in the body of text.

The chair of governors is regularly on the school premises. She has a permanent office in the school building. She reports that parents have direct e-mail access to her and that some parents have over-used this. The parents interviewed, however, did not know of such e-mail access. The website directs parents wishing to make contact with the governors to make an appointment via the school office.

Parents also said that they the governors were approachable and were highly visible at social events.

**NEXT STEPS**

Consider listing outcomes separately in board meeting minutes.

Consider alternative ways of parents making direct contact with the governors, such as a separate e-mail address.



## 5.0 ETHOS AND VALUES

The school has an evident British ethos and promotes internationalism.

### 5A

#### STANDARD

A British ethos is apparent and important to the school such as reference to British values freedoms and culture as far as it is permissible within the context of the laws of the host country.

#### FEEDBACK

A British ethos is very apparent in the school. There is a house system of four houses run along British lines and pupils participate enthusiastically in a wide range of events, gaining house points for good curriculum work and behaviour. This was seen in lessons observed, in sports activities and in examples of marked work.

Numerous displays around the school mention aspects of British culture and events and there are also themed days such as the Victorian Day that the younger pupils celebrated during the accreditation visit. There is a large mindfulness colouring map of London featuring its main sights and attractions.

British values are also seen in the Wellington motto that is central to the school. The periodic table of the elements of Wellington shows the key values to which pupils should aspire. These are displayed around the school and form the central part of the pastoral system.

#### NEXT STEPS

Maintain current practice.

**5B****STANDARD**

The school promotes education for international understanding.

**FEEDBACK**

Despite the school's very obvious British nature, pupils are also encouraged to remember and embrace their Thai culture. The entrance hall features a commemorative display of the Thai king. The school goes beyond the basic legal requirement of teaching Thai, by ensuring that all pupils receive one daily lesson in the language. These lessons are differentiated between native and non-native speakers. In learning walks during the visit, all pupils were seen to participate sensibly in the well-prepared and well-delivered lessons and demonstrated a high level of both oral and written competency in the language.

The pupils are also made aware of the Asian continent. The school also provides compulsory Mandarin lessons, a language that was also observed to be taught with great competency and received with great enthusiasm by the pupils. A Year 6 display on World War 2, for example, looked at the war not only from a British but also a Japanese perspective. Menus in the dining hall have a western and an Asian option available each day.

Throughout the school, particularly through display, there was much evidence of pupils studying the geography and history of all continents and eras. During learning walks and lessons both teachers and pupils were heard to make reference to other cultures, this being indicative that it is a normal part of the school day and ethos.

**NEXT STEPS**

Maintain current practice.

**5C****STANDARD**

The school teaches the majority of subjects through the medium of English.

**FEEDBACK**

All subjects on the curriculum, with the exception of Thai and Mandarin, are taught in English. Despite the currently high percentage of pupils who have Thai as a first language, English was the only language that was heard to be used by the pupils both when working independently in class and during their break and free time activities. Their English is fluent, accurate and authentic and is commensurate with their UK peers. This is particularly commendable given that vast majority of the cohort spoke mainly Thai on the day the school opened only nine months ago.

There is a highly effective EAL and Learning Support provision. Pupils are baseline tested upon entry to ensure that they can access the curriculum. EAL support is provided mainly in class and in a very small number of cases by limited withdrawal from some parts of the curriculum. Learning Support is also provided mainly in class but there are currently two pupils who require constant one-one support from an individual support assistant. The school has exceptionally detailed and effective ways of monitoring pupils with both EAL and Learning Support needs to ensure that progress is being made. These systems are so rigorous as to be equally as effective as the school grows.

**NEXT STEPS**

Monitor the support provision for EAL so that it effectively meets the needs of the growing and changing pupil population.



# CORE ACCREDITING STANDARDS

## 7.0 TEACHING AND LEARNING

The school recognises that their core business is teaching and the quality of this helps define the school. The school celebrates the learning of students and ensures that it can identify and support learning both in the classroom and elsewhere.

### 7A

#### STANDARD

The curriculum is able to meet the needs of all students. (This goes beyond the judgements made under compliance section on 'Britishness'). In addition, the curriculum should be broad and balanced and aspire to give opportunities for 21st century learners.

#### FEEDBACK

The curriculum is broad and balanced. The junior school curriculum is supplemented by lessons in Thai and Mandarin. Lessons in Sport, Music and Science are timetabled discretely, and the school employs a wide range of specialist teachers. The balance between subjects is as would be expected in a UK school. Class sizes are small, and the use of teaching assistants allows for a very generous adult-to-pupil ratio in all classes. The school has a clear vision on how the current junior school provision will develop as the school extends into KS3 and beyond.

There are currently subject coordinators appointed for Science, Music and PE and more subject coordinators have been appointed to allow for growth into Year 7 and Year 8 in the next school year. There will be some cross-over of staff teaching between the different of key stages that will continue into next year and this enhances consistency. In English and Maths, the school has selected a curriculum offer that is delivered consistently across year groups and between key stages.

The school has a wide range of ICT facilities that are deployed across the school. Pupils reported that they are given ample opportunity to use ICT, but during the accreditation visit these were only observed to be used during Prep time and some English lessons.

The school complies with, and goes beyond, the government obligation to provide Thai language teaching to all nationals by providing daily Thai lessons to all students and ensuring that they can integrate with the local culture. The school is striving to interweave enrichment within the school day so that all students have a curriculum offer that can be complemented by studies in areas of particular strengths or interests. Some enrichment activities also allowed pupils to make connections between subject areas (e.g. orienteering club).

### **NEXT STEPS**

Implement plans for the senior school curriculum.

Consider further enhancing the ICT provision across the curriculum.

**7B****STANDARD**

Teaching consistently allows students to make progress.

**FEEDBACK**

A total of 37 lessons were observed during the accreditation visit. In all of these, the curriculum was seen to meet the needs of pupils. Sometimes the learning opportunities were appropriately differentiated in a variety of different ways (MFL and Maths). Teachers and support assistants effectively supported the language development of pupils. This happened mainly, but not exclusively, in English language lessons.

In the vast majority of lessons, teachers used a variety of learning styles to develop pupils' skills. Interactive white boards were used effectively to give pace to lessons and motivate pupils (e.g. Year 3 Maths lessons on telling the time).

There was a high incidence of independent, pair and group work and teachers used skilful questioning techniques to develop higher order thinking (in Maths, "What do you notice about this protractor?" or "Can you explain this to a partner?") or as seen in Year 4 and Year 6 English. In Year 6 Science, pupils responded very positively to a practical demonstration of digestion which they then wrote about in detail.

Staff use their classrooms consistently well as a teaching resource. Classrooms are well decorated, have meaningful display and are otherwise uncluttered. The break-out spaces are used effectively for group work. In EYFS, in particular, it was clear that the latest ideas about the use of neutral colours and natural style furnishings had been considered and effectively applied.

Throughout the school, it was evident that teachers had high expectations of their pupils. Pitch and pace of lesson was generally appropriate and at its best in Year 2 Gymnastics and Mandarin in Year 5 and Reception. There was a clear emphasis on awe and wonder to inspire the pupils. In the Victorian school room day in Reception, pupils worked with enjoyment but also demonstrated a high level of creativity and problem-solving.

Clear learning objectives were always shared with the pupils, who were almost consistently on task and engaged in their learning. The best lesson objectives were observed in Year 6 English, where multiple objectives were linked to a single outcome. There were some occasions where pupils participated in low-level disruption. Only occasionally, was this dealt with by positive behaviour management whilst it was often ignored by teachers.



Positive relationships between pupils and teachers were evident throughout the school. A high level of trust was observed between pupils and adults as the teachers and support staff make it clear that they genuinely care about the pupils' well-being and learning opportunities. This fosters an atmosphere in which pupils feel able to ask challenging questions and were observed to do so frequently during observations.

### **NEXT STEPS**

Continue reflections about environment design and provision plans.

**7C****STANDARD**

The school effectively monitors the quality of teaching across the school in order to ensure improvement and celebrate good practice.

**FEEDBACK**

The school has a rigorous overview for quality assurance. In line with the latest research into best practice for teachers' professional learning, the school's quality assurance overview has an appropriate emphasis on reflective practice and supports this in a range of ways during the academic year, such as a whole school focus on effective feedback.

Pupil progress is monitored termly, and action plans are created to ensure progress is made. Any interventions are then tracked to check their effectiveness.

During the accreditation the school's leadership team was visible. It has a very good understanding of strengths and areas for development in teaching & learning across the school. As well as this, as evidenced in the interview with the Head of Pre-Prep, the leadership team have a clear plan for quality assurance in the future.

**NEXT STEPS**

Develop the role of the new leaders in quality assurance.

**7D****STANDARD**

Marking, assessment and feedback supports students making progress. The school meets the learning needs of those requiring support and those with high ability (gifted and talented).

**FEEDBACK**

There is clear progression across the school, but especially in EYFS through phonics, oracy and mathematics. The school is starting to use Tapestry to support and track children's progress through Early Years. The school meets the needs of all those requiring learning support.

Assessment for learning strategies are reflected in the school's learning and teaching policy. In many lessons questioning was used effectively (e.g. Year 2 English, "How would you describe a homograph?", although in some cases techniques could have been developed further (e.g. Year 2 Maths, where the teacher moved from open questions directly to "yes/no" questions without considering other question types).

Marking and feedback was largely purposeful and up to date. On some occasions, there was evidence of pupil engagement with teacher's feedback and marking was seen to inform future planning. In a gymnastics lesson peer assessment and feedback were used effectively. In some other subjects (e.g. Maths) there was encouragement given in the marking, but there were few constructive steps for improvement made.

During interviews, junior pupils commented that they understood their marking and feedback and felt confident to ask questions if they were unsure about anything. The pupil voice in learning was observed across a range of lessons.

**NEXT STEPS**

Ensure that systems to track pupil attainment and progress data are established and maintained ready to support the school as it grows.

Consolidate work done to date on effective feedback, specifically exploring the place of self and peer assessment.



**7E****STANDARD**

Students display an approach to learning that supports them in the school.

**FEEDBACK**

The atmosphere in all classrooms encouraged pupils to be engaged in, and enthusiastic about their learning. In the pupil interviews, the children reported that learning at Wellington was ‘fun and interesting’.

Pupils were seen to display a cooperative manner when working in pairs and groups, which facilitated effective learning and progress to be made. Pupils were able to draw upon previous learning as well as self-assess their progress against the learning objective and success criteria when shared.

Across the school, pupils demonstrated a high level of motivation for learning. Work observed in books showed that consistently they rise to challenges set (e.g. in English creative writing). As well as this, during learning walks, pupils in Music were observed to be inspired by the opportunities available to them. Unfortunately, pupils’ pride in their work was not consistently reflected in the pupils’ care for presentation of their work.

**NEXT STEPS**

Ensure consistent high expectations for the presentation of pupils’ work.

## 8.0 LEADERSHIP IN THE SCHOOL

Schools are successful because of the high quality of leadership at different levels throughout the organisation which supports students.

### 8A

#### STANDARD

The school's leadership and management actively promotes the wellbeing of students.

#### FEEDBACK

Pupil well-being is actively promoted by the school's leadership and management. This is a happy school. Safeguarding policies are adhered to and well-being is at the heart of the school. Training on safeguarding is evident, with the school providing child protection training for all staff.

Growth mindset and mindfulness displays can be seen throughout the school, including a mindfulness colouring wall in the shared area of the junior school. In a number of lessons including Maths, English, Mandarin and Thai, teachers were observed to adapt their questioning technique to allow their least confident pupils to participate in the lesson. In all PE lessons, inclusivity was clear and evident.

The leadership team are informed and involved in welfare issues. Staff reported that they are aware of the well-being needs of young people and that they work hard to help pupils manage any issues. A well-attended presentation has been provided for parents entitled Helping Your Child Manage Stress.

There is a full-time school nurse available to all pupils. Health issues, such as healthy eating and well-being are covered through discrete PSHE lessons and through pupil assemblies, for example on e-safety, to which parents were also invited. The school has also a highly effective Learning Support Department working in all areas with pupils with Learning Support and EAL.

The house system enables pupil achievement to be celebrated through house points. There are also house competitions, for example through a variety of sporting activities. The school is looking to enhance this provision in the future.

#### NEXT STEPS

Continue to develop the areas identified by the school to further improve the house system.

**8B****STANDARD**

Leadership whether in middle leadership or senior leadership works to improve the educational experience of students and has high expectations to drive improvement.

**FEEDBACK**

Leadership throughout the school works to improve the educational experience of the pupils. There is an extensive programme of staff development and training, with a view to driving improvement. This is currently focused on good to outstanding teaching and learning throughout the school.

There are regular staff meetings, effective training and external courses alongside quality assurance processes which are designed to develop a strong culture of both whole school and self-improvement. Systematic monitoring and evaluating of teaching and assessment are currently carried out by the senior leadership of the school. As the school grows, the leadership team are aware the current system will have limitations.

The best teaching practice within a whole department was observed in Maths and Mandarin, with less consistency seen in other areas.

**NEXT STEPS**

Consider strategies to disseminate the good practice observed so as to provide consistency across the school.

Encourage departments to work with each other, across the school, to allow an exchange of ideas.



**8C****STANDARD**

Leadership gives clear direction and vision for the improvement of the school.

**FEEDBACK**

The day-to-day running of the school is highly effective and there is clear leadership direction and vision for the school planned for the long term. School improvement and development is informed by the quality assurance process. This was evident not only from discussion with the staff but also from discussions with the Chair of Governors and the proprietor. A potential safeguarding issue that had been identified during the visit was dealt with calmly and efficiently by all involved. The Senior Leadership Team were alert to potential weather hazards for the swimming gala.

Given the current size of school and the generous staffing ratio, these systems currently operate well. As the school develops, a more midterm plan may be required, particularly to match the needs of the junior and senior school. An example of this is in Sport, where there is currently no single dedicated female PE teacher. This and other areas of middle management may be required in the future.

All staff are involved in school development planning. It is clear that the school leadership is constantly working to develop and is continually working towards school improvement. There is an established staff review policy with quality assurance measures, including annual reviews, lesson observation and learning walks.

School leadership is committed to training of staff, through external agencies and in-house continual professional development. The variety and number of opportunities provided for the training available is of a very high level. The school is constantly evolving, and staff are clear about the long-term direction and vision of the school.

**NEXT STEPS**

Investigate and analyse future staffing requirements in mid-term planning.

**8D****STANDARD**

Student leadership/voice allows the school to develop.

**FEEDBACK**

The school is continually developing pupil leadership opportunities. Pupils speak highly of, and are proud of, their school. They appreciate the various vehicles that they have to engage in pupil leadership activities. The Student Council encourages development of the student voice and pupils reported that they feel like they can make a difference, as seen in their contribution to the change in the content of the morning snack, where one of the less popular and aesthetically pleasing items has been removed from the menu.

Despite the fact that the house system is already well embedded in the school, the house captains commented that they would appreciate the opportunity to become more involved in decision-making processes. They sometimes felt that they were 'interested in more than waving flags and collecting cups'. The school are aware of this and are intending to develop the role further in the future.

**NEXT STEPS**

Explore opportunities for further development of student leadership opportunities.

Develop ways of giving the house captains greater involvement in the decision-making process.

## 9.0 COMMUNICATION

The school communicates effectively with parents to keep them informed and to support the progress of their child.

### 9A

#### STANDARD

Parents are aware of the school's aims and ethos and news relevant to their children.

#### FEEDBACK

A wide range of information is available to parents ranging from the website to the Wellington Weekly, which features a full diary for the week. In addition, the parents have access to a network of parent class representatives and house representatives who can answer questions about the day to day running of the school. They also have access to the school directly, but they report that the network is so extensive and efficient that they rarely have to go beyond the class representative stage.

The 'Copenhagen' coffee shop in the school foyer has created a welcoming hub for parents to meet and has additionally enhanced the community feel within the school.

Parents understand the school's ethos and they feel that what sets the school apart is its approach towards the whole pupil and creating a rounded individual beyond just academics. They all understood the entry requirements and felt them to be fair and transparent.

#### NEXT STEPS

Maintain current practice in the junior school. Consider if the class representative system will be suitable for the senior school.

**9B****STANDARD**

Parents are aware of the progress of their child.

**FEEDBACK**

Parents said that they were highly satisfied with the reporting system in the school. They said that reports were issued frequently and that they were detailed and contained useful recommendations for improvement. They also said that parent evenings were also very useful and that the teachers gave constructive advice. They appreciated the fact that interpreters were made available at these.

Parents also spoke highly of the school's virtual learning environment and liked the fact that they could log in to see results for particular assessment tasks. This was particularly true for parents of KS2 pupils. Parents also showed a good understanding of how the junior school assessments fitted in with the concepts of IGCSE and A level or IB.

**NEXT STEPS**

Maintain current practice.

**9C****STANDARD**

The governors or proprietor provide records of meetings, decisions as appropriate and separately that parents know how to contact the governors/proprietor.

**FEEDBACK**

Parents reported that the contacts with the school via the class teacher are highly effective. They felt that the staff were approachable at all times and that for more serious issues they would contact the Head of School, or the Master. They also said that communication was dealt with fully and in a timely manner.

They appreciated the fact that the communication was two way and that teachers did not hesitate to contact parents if they had a concern. Although they had not had any serious issues, they felt that, in the unlikely event of these occurring, they would be able to approach the governors, or the parent school in the UK.

**NEXT STEPS**

Consider ways of improving the provision of direct contact between parents and governors.



**9D****STANDARD**

Parents are aware of admission arrangements and the school's policies on behaviour and exclusions.

**FEEDBACK**

Parents understood the admissions arrangements and felt them to be fair and consistently applied. They felt that these were comparable with other international schools in the area. They were very enthusiastic about the way in which the school promoted positive behaviour so that pupils were focussed on rewards rather than sanctions. They also said that punishments were rarely administered but when they were this was done in a measured but most effective way. They reported that cases of misbehaviour were very limited. The parents could not give an opinion about exclusions as these are prohibited under Thai law.

**NEXT STEPS**

Maintain current practice.

## 10.0 EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY LIFE

The school values a wide range of clubs, activities, charitable and community projects which exemplify the all-round education the school provides.

### 10A

#### STANDARD

The school provides a broad range of extra-curricular and play opportunities appropriate to the age and gender of the student.

#### FEEDBACK

The school currently has an effective enrichment and after school activities model that is accessible to all pupils. The timetabled enrichment offering is broad and balanced in its make up with over 35 activities, delivered by all staff, across a week. In some cases, pupil behaviour was seen to be slightly disruptive without this being addressed by the teacher. The after-school extracurricular programme is broad and balanced in physical education. There is currently one male member of PE staff and a male teaching assistant which means that over 20 different members of staff are involved in delivering this physical education programme. This provides some limitations in provision as many of the female staff have other academic commitments and some staff, such as the lifeguard, are only on site on specific days of the week.

The Director of Sport has been highly successful in developing a balanced curriculum participation model of 'sport for all' (encompassing the Wellington 5 'I's) coupled with an increasing level of competitive and representative opportunities for individuals and teams. Pupils' involvement in 8 inter-house sporting competitions within the first year has set the foundation for a clearly defined vision of participation that is intended to encompass a move to representative school colours.

Wellington Extra, a fee-paid activity programme, delivered after the school day by external providers, offers a range of activities in sport and enrichment areas beyond the school curriculum. The plans to increase this programme to encompass further opportunities for pupils, parents and the community should enhance the school's external links and relationships further.

The recently introduced lunchtime play, supported by use of school resources and duty staff, has greatly aided pupil play, socialisation and skill development opportunities outside of the PE, enrichment and extra-curricular programmes.

**NEXT STEPS**

Monitor the effective staffing of sporting and extra-curricular activities.

Consider enrichment placement in the school day.

Support and monitor consistent behaviour management of enrichment and extracurricular activities.

Consider the sustainability and growth of all programmes in numbers.

**10B****STANDARD**

COBIS schools engage in their local and/or international community supporting community or charitable events.

**FEEDBACK**

The school has, in a short space of time, created a strong sense of community. The school has participated in the GBAC (Greater Bangkok Athletics Conference) and the COBIS primary games. This is enhanced by the work of the Friends of Wellington (FoW) association that links the parents, community and school. The charitable work of FoW has seen funds raised via events such as the Christmas Fayre, bag making and sales and regular bake sales. This work has been linked via a pupils' fund-raising committee that, along with FoW, has raised funds for charities in the areas of turtle conservation and an elephant sanctuary as well as, via a house competition, money for children with cleft palates.

Parents are encouraged to take an active role in engaging in their child's daily school life. The school actively creates opportunities for parent engagement such as the well-attended Year 4 exhibition of work seen in music, where parents played a practical role in understanding their child's learning and with the enthusiastic attendance of parents observed at the inter-house swim gala.

The Wellington extra programme currently offers opportunities for parents to access the well-equipped school fitness suite and access to adult yoga and pilates classes during the weekend. As the Wellington Extra coordinator assumes a full-time role, the school plans to increase the community offering in conjunction with the FoW. There are also regular workshops to which parents are invited. The Master gives regular introductory talks about the school to members of the local community.

**NEXT STEPS**

Consider a sustainable staffing model for overseeing charities.

Consider the breadth of opportunities for parental engagement via the Wellington Extra programme.



## OVERALL OBSERVATIONS

Wellington College, International School, Bangkok is a very new school that is based upon a vision to provide a rounded education for the individual that goes beyond just academic success. It is housed in modern, purpose-built and state of the art buildings in the suburbs of the city. At present only the junior school is opened, but the facilities feature many specialist rooms that enhance the pupils' educational experiences. These will be further extended when the new senior school floor of the current building opens in September and yet again when the new theatre and senior school building open in the next few years. The buildings are all well adapted to the climate in Bangkok and make optimum use of both indoor and outdoor spaces.

The curriculum is based largely around that of the UK with a number of international additions. The school teaches both Thai and Mandarin to all pupils from reception onwards and is clearly centred on improving the pupils' level of English whilst encouraging them to be risk takers and to pursue their own interests. The school supplements the academic timetable with a programme of enrichment activities that it is keen to integrate further into the main curriculum day. This is enhanced by an additional programme of paid for extra-curricular activities.

The school has managed to establish a friendly, family atmosphere in this short space of time. Its ethos fosters positive relationships both between and amongst pupils and staff. The staff understand and support the school's aims and show a high degree of commitment to the well-being of the pupils. It is a happy school. Although the school emphasises the importance of Thai culture and language, it is also committed to the British values that are at the heart of the Wellington wellbeing philosophy.

The small leadership team shares a vision for the long-term development of the school that is supported by the governing board and the owners alike. They display a dedication to the school and its day-to-day running that allows the pupils and staff to feel safe and take the necessary risks for the school to develop. The management team are aware of the need to carefully review the management structures and the curriculum so that as the school works towards its goal of expanding into KS3 and beyond, it allows the school to expand without losing its current sense of close community.

### RECOMMENDATION TO COBIS DIRECTOR OF ACCREDITATION

Wellington College International School, Bangkok is fully compliant with the COBIS compliance standards 1-5 and the COBIS accreditation standards 7-10 and should be granted Patron's Accredited Member School status.



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