

# St Andrews International School, Samakee

## British Schools Overseas Inspection Report

**Inspection dates**                      **13-15 May 2015**

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**Age group: 1 – 13 years**  
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## Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from CfBT Education Trust who spent three days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools in England and overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

**To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.**

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

### The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

### The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Inspectors also evaluated the school's effectiveness against the standards required by CfBT's International Quality Mark (ISQM). A separate report will be produced in relation to the ISQM verification.

### **Key for inspection grades**

|                |                     |
|----------------|---------------------|
| <b>Grade 1</b> | <b>Outstanding</b>  |
| <b>Grade 2</b> | <b>Good</b>         |
| <b>Grade 3</b> | <b>Satisfactory</b> |
| <b>Grade 4</b> | <b>Inadequate</b>   |

### **Proportions used in the report**

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

## **Information about the school**

St Andrews Samakee International School, was opened in January 2000 by the present Head of School and is an independent, privately owned, co-educational school. It is situated in Nonthaburi, approximately 20 kilometres north of the centre of Bangkok and is housed in purpose-built accommodation. This has been imaginatively improved and is currently being extended further. The school is smaller than schools of a similar type. The school caters for pupils from ages one to 12. There are currently 231 pupils on roll from 26 different nationalities. There are seven classes for younger pupils (known as the first school). This includes children in the early years and pupils in Year 1. Pupils enter the middle school from the age of six where they remain until age 11, before moving onto the newly opened upper school which currently consists of Year 7. The school plans to extend its age range up to Year 9. Pupils will then transfer to other local international schools.

From ages six to 12, there are six classes. There are slightly smaller student numbers in the classes for older pupils than for younger ones. Pupils follow a curriculum based on the English Early Years Foundation Stage for children up to five years and the English National Curriculum for pupils from five to 12. These are modified to fit the needs of students in an international school in Thailand. The curriculum includes lessons in the Thai language and culture. The large majority of students speak English as an additional language (around 70%). A smaller proportion, around 19%, is identified as having special educational needs.

The school has a very well established reputation within the local education community and this was recognised by Chulalongkorn University when it invited Samakee to be the first International School to become a centre for its teacher-training programme. The school also hosts many visitors from Thai and International Schools, who come to observe examples of good practice and the innovative features of its teaching approaches.

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

The BSO inspection was carried out by three CfBT Education Trust inspectors. On this combined inspection, the inspectors also verified the school's effectiveness against the standards required by CfBT's International Quality Mark (ISQM). In total, inspectors visited 36 lessons. They held 18 meetings including those with the headteacher and other school leaders, staff, parents and carers and talked with representative groups of pupils. Inspectors also observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and carers and followed up on issues that were raised.

## Evaluation of the school

St Andrews School, Samakee is an outstanding school. It provides an excellent 'British-style education' in an innovative and exciting way. It is fully inclusive, catering successfully for the very wide range of pupils' needs. It celebrates the values and heritage of Thailand as well as the diversity of cultures represented in the school.

Almost all children arrive in the early years with skill levels that are much lower than typical for their age. This is particularly the case in their English language skills, as well as their personal development and physical skills. They make excellent progress towards achieving the early learning goals in these and all the other areas of learning. By the end of the early years, most are meeting or exceeding the expected standards. For example, in 2014, 67% of children achieved a good level of development compared to the UK average of 60%. Evidence from the inspection confirms that children are currently exceeding that figure with 70% of Reception children on target to achieve a good level of development.

On arrival at school, a very small minority of children have age-related fluency in their mother tongue. Few children speak any English and the vast majority have skills in communication and language in English that are below those typical for their age. Few children hear or use English outside school, so high priority is given to developing children's English language speaking and listening skills. Immersed in a language-rich environment, children make rapid progress. By the time they leave the early years, they have acquired a wide range of vocabulary, can hold basic conversations and express themselves clearly in both simple and complex sentences.

Writing skills develop well and the majority of children can write simple phrases and sentences. While spelling is not always accurate, almost all children demonstrate age-appropriate phonics knowledge (the sounds that letters make) and some have mastered the correct spelling of words they use frequently. Reading is at, or exceeds, the expected levels. Children develop a love of books and many read familiar stories with great enthusiasm and confidence, fluency and delightful expression. By the time children reach the end of the early years, most are working at above average levels. This represents outstanding progress from their individual starting points.

Children make outstanding progress in mathematics. Children are beginning to count reliably to 20 and beyond as, for example, they start to count out the plastic shapes

they are sharing with their classmates. Many have a good understanding of shape, space and measure. They understand symmetry and can point to examples that they find around the classroom. Their ability to use the correct mathematical language to describe some 2D and 3D shapes is particularly impressive.

Children make similar rates of progress in their understanding of the world. They develop an excellent knowledge and understanding of plants, animals and non-living things for their age, and have well-developed skills of observation, exploration and investigation. Children use these skills with enthusiasm, energy and fun. For example, when learning about the life cycles of animals, children enjoy spotting when froglets grow little legs and change from tadpoles into frogs.

In information and communication technology (ICT), children make outstanding progress so that, by the end of Reception, approximately three quarters of them exceed the expectations of the early learning goals. Many of them competently cope with work that pupils ordinarily undertake in Year 1. For example, children in a Reception class use computers to experiment with changing lines and shapes while skilfully creating different, colourful rangoli designs for the school's Diwali festival.

In many year groups, especially in middle and upper school, there are relatively small numbers of pupils on roll, typically below 20. When considered alongside the high number of pupils that join or leave the school at other than the usual times, caution must be taken when comparing year-on-year data. For example, in the current Year 6 group there are only three pupils who attended the first school. Most pupils who join the school from Year 1 onwards also arrive with limited skills in English.

Nevertheless, pupils' attainment in most subjects is above average and often high. Almost all pupils make rapid progress from their starting points, including the small number of pupils who have now formed the first Year 7 group in the school. In mathematics and English, high attainment and rapid progress have been sustained over a number of years. In science, attainment is at least in line with, and often above, average. The outcomes that pupils achieve compare favourably with those reached in British independent schools.

In Year 1, a number of pupils joining the school speak no English or have no previous experience of being in school. Initially, this has a negative impact on average attainment levels. Adjusted teaching methods and increased levels of learning support help pupils to make rapid progress. For example, during the time of the inspection Year 2 pupils were highly motivated and absorbed in writing stories based on Roger Hargreaves' Mr. Men and Little Miss books. One pupil wrote: 'Eventually, after a long journey of questions, Little Miss Curious and Mr. Messy arrived at Samakee School. He ran into the class and scribbled on everything and he said, 'Why are you not scribbling like me?'

By the end of Year 2, regardless of some low starting points, the vast majority of pupils meet, and a minority exceed, age-related expectations in speaking and listening, reading and writing.

Rapid progress continues so that, by the time pupils reach Year 7, attainment in English is high and progress is outstanding. Speaking and listening continue to be particular strengths. Older pupils are able to use their extensive vocabularies to discuss and debate controversial themes such as whether bullies should receive grace or punishments. Pupils read fluently and with good comprehension. Across all classes, support and new initiatives have clearly had a positive impact on the quality of writing. Pupils have regular opportunities to write at length, in a range of genres.

As a result, most pupils develop sophisticated writing skills that exceed age-related expectations.

Attainment is high and progress is outstanding in mathematics. The rapid progress children make in mathematics from the time they join the school and in the early years continues through all key stages. Results in 2014, for pupils at the end of Key Stage 2, confirm that pupils exceed UK standards by a significant percentage. For example, 91% achieved the expected level with 82% exceeding that by achieving Level 5 or above.

Throughout the school, pupils love mathematics and are becoming skilled mathematicians. For example, Year 1 pupils handle data and present it in graph form as they complete a survey of the favourite food enjoyed by their classmates. In Year 3, pupils demonstrate very strong calculation and computing skills, and an ability to put these into practice, as they work to 'buy' goods online for their forthcoming Diwali celebration. By the time they reach the end of Year 6, pupils are successful in all aspects of mathematics, including using and applying and problem solving. They understand ratio and make good links between the mathematical calculations they need to complete and the recipes they are expected to plan in their food technology lessons.

In science, all pupils make at least good progress so that, by the end of Year 2, their attainment is broadly average. The pupils who make the best progress and reach the highest levels of attainment have received an excellent grounding in science in the school's early years. Throughout Key Stage 2, pupils continue to make steady progress so that, by the end of Year 6, and currently in Year 7, their attainment is at least in line with or better than what might be expected for their age.

Pupils in Years 1 and 2 enjoy science and enthusiastically take part in lessons. They particularly like practical work in which they carry out simple investigations. They are good at making observations and linking what they see to what they already know and understand. This extends their scientific knowledge, understanding and skills well. For example, pupils in Year 1 explored the school to find sources of light to confirm the predictions that they had previously made.

In Years 3 to 7, pupils improve their scientific knowledge, understanding and skills of enquiry effectively. They ask questions that can be investigated scientifically and decide how to find the answers by thinking about what sources of information they will need, what kind of evidence to collect and what equipment and materials to use. They know how to conduct a fair test of their predictions by altering only one factor and keeping all of the others the same. They are good at recording their results and drawing and explaining appropriate conclusions. For example, when learning about the force of friction, pupils in Year 7 proficiently designed and conducted an experiment that tested their predictions about which materials will produce the best grip.

The standards of attainment reached by pupils in ICT are high in every key stage because they make consistently outstanding progress.

This year, the school is moving towards teaching computing instead of ICT. This is in line with best practice in Britain and is more demanding than before. Pupils in Years 5, 6 and 7, who have started the course, have already reached the expected levels of attainment for their ages because they are making good and sometimes outstanding progress. Pupils in Years 1 and 2 know how to use a range of computers, including



desk tops, laptops and tablets. They manipulate text and pictures well, and know how to use a keyboard, mouse, track pad, printer and interactive whiteboard. They are proficient at recording and playing back sound, still photographs and video images, and competently store and retrieve files. For example, pupils in Year 2 changed graphics to enhance their own Mr. Men stories.

Pupils in the upper school skilfully use computers for a wide range of research, presentation and communication purposes. Those learning about computing are becoming very able. For instance, pupils in Year 7 were using programming software to build an interactive game with levels and scores in which a character is programmed to negotiate a maze without touching the walls.

There is a similarly positive picture of attainment and progress in a range of other subjects across the curriculum. Pupils excel in a wide range of arts, sports, music and drama.

Disabled pupils, those who have special educational needs and those who speak English as an additional language make excellent progress, often from well below average starting points. Additionally, pupils identified as gifted and talented are appropriately challenged and consequently make the same rates of outstanding progress as their peers.

The school is completely committed to inclusive education and to meeting the academic and personal needs of all pupils. Learning is adjusted to meet the needs of those identified as having special educational needs, the gifted and talented and every pupil on the continuum in between.

Pupils' specific learning needs are rapidly identified by the school and, in consultation with specialists and parents, these are accurately assessed. Teachers and staff working with disabled pupils and those who have special educational needs are exceptionally skilled and experienced and provide support of exceedingly high quality. The curriculum is skilfully adapted to ensure that disabled pupils and all those who have special educational needs are integrated and have access to the full range of the curriculum. Careful tracking and monitoring ensure that all pupils, regardless of their starting points, are suitably supported and challenged to continually develop. As a consequence of remarkable provision, pupils flourish and almost all make outstanding progress.

### **Summary of other judgements against the BSO standards:**

The quality of the curriculum provided by the school is outstanding (see Standard 1 below).

The standards of teaching and assessment are outstanding overall (see Standard 1 below). Nevertheless, a few minor inconsistencies remain in the quality of teaching and these should be eliminated.

Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

The welfare, health and safety of the pupils are outstanding (see Standard 3 below).

The standard for the suitability of the proprietor and staff is met (see Standard 4 below).

The premises and accommodation are of outstanding quality (see Standard 5 below).

The provision of information for parents is excellent. (see Standard 6 below).

The school's procedures for handling complaints are highly effective (see Standard 7 below).

The leadership and management of the school are outstanding (see Standard 9 below). Some subject leaders are new to their posts and it is too soon to measure the impact of their work on the outcomes for pupils. These challenges are recognised by the school.

**As a result of this inspection, undertaken during May 2015, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.**

## **Standard 1. The quality of education provided by the school**

The school fully meets and often exceeds all of the required standards for the curriculum. **The curriculum is outstanding.** It is broad, balanced and engaging and provides meaningful experiences that meet the interests, aptitudes and needs of pupils extremely well. It has been carefully planned to provide pupils with a programme of interesting, varied and stimulating learning activities that incrementally build upon their existing levels of knowledge, understanding and skills. It fully satisfies the requirements of the framework for the Early Years Foundation Stage and the National Curriculum for England. It is up to date and has been appropriately adapted to take advantage of the school's location in Thailand. Additionally, it has been skilfully crafted around the school's seven key values, or 'I' statements, in which pupils are educated to become inquisitive, international, inspirational individuals who are imaginative, intrepid and innovative. Consequently, the curriculum effectively prepares pupils of all ages and abilities for entry or re-entry into the education system in the UK.

In all year groups and across all subjects, the curriculum caters for all abilities, including disabled pupils and those who have special educational needs and the most able. It has been particularly well developed to meet the needs of pupils who speak English as an additional language. There is a good balance between reinforcing knowledge, understanding and skills and extending them further. The strong emphasis on developing skills and ensuring that pupils master ideas and concepts before moving on, ensures that pupils learn effectively. Consequently, most pupils make outstanding progress and reach standards of attainment that are high.

Learning is made meaningful and relevant by a topic-based approach to lessons in which links between subjects are strong. For example, pupils learning geography in Year 7 use the knowledge and understanding about coordinates that they have acquired in mathematics to read maps accurately.



An extensive range of special days, weeks and events enriches pupils' learning experiences. These make their lessons strikingly memorable and reinforce and extend their learning exceptionally well. For instance, science week, international days, eco days, and mathematics enterprise weeks make an excellent contribution to the academic and personal development of the pupils.

Additionally, the curriculum provides extremely well for the pupils' outstanding spiritual, moral, social and cultural development. The dedicated personal, social and health education (PSHE) curriculum, combined with activities such as earth days, 'my dangerous deeds', Chinese New Year and other festivals promote outstanding personal development.

The rich, varied and extensive programme of 93 extracurricular activities covers the arts, music, drama, dance and sports and includes day and residential trips and productions. These all combine to enrich pupils' learning and promote their outstanding progress.

Overall, there is an appropriately modified British curriculum that meets the needs of all pupils. The curriculum is enhanced with a wide range of rich and varied experiences within and outside of lessons. This develops pupils who are confident and independent young people with a wide range of interests and who are well prepared for their next stages of education.

**The quality of teaching and assessment is outstanding overall.** Teachers' impressive subject knowledge is used well to provide clear explanations and carefully structured activities. Teachers in the early years have excellent knowledge of child development and how young children learn and this ensures that children make outstanding progress. Throughout the school, relationships and interaction between teachers and pupils are excellent. They are characterised by respect, rigour of expectation and continuous challenge. Pupils confidently enter into discussions with their teachers, ask questions and seek clarification when needed. Teachers encourage dialogue and are skilled at questioning to ensure that pupils are involved in lessons. Teachers know pupils well and have a detailed knowledge of their strengths as well as areas in need of development. This allows them to closely match work to pupils' different abilities, provide support and appropriate levels of challenge as needed. Pupils' behaviour is generally exemplary. On the rare occasions when teachers need to manage pupils' behaviour in a specific way, they expertly and effectively use a range of agreed strategies.

The vast majority of lesson planning is highly creative, detailed and well structured to make maximum use of the lesson time. Pupils are often involved in aspects of planning and teachers skilfully adjust teaching to match their interests. There is some variation in the quality of planning; in a few subjects and year groups this is weaker than in most others. Occasionally, there is an over-reliance on the use of worksheets. Almost all teachers use a wide range of carefully selected teaching strategies help to develop students' intellectual, creative or physical skills and encourage pupils to think and learn for themselves. Teachers effectively use resources, including a range of technology, to motivate and engage students and to enhance the quality of teaching and learning. Learning assistants and support staff are both skilled and experienced, work closely with teachers as a team and contribute significantly to pupils' learning.

Pupils have positive attitudes to learning. They are curious and enjoy being active learners. Learning is fun. They show increasing skills as learners, using prior knowledge, skills and understanding in both familiar and new contexts. In many lessons, pupils are encouraged to find things out for themselves and they make effective and confident use of laptops and tablets to support their learning. Pupils are enthusiastic and motivated learners and enjoy opportunities to develop collaborative and independent learning skills.

Teachers regularly and consistently carry out assessments which are carefully moderated within subject teams and across year groups. Tracking and monitoring of pupils' progress towards challenging targets are systematic and accurate. Through these processes, any underperformance is identified and appropriate individual support or modified teaching strategies are put place to provide the right support. The school uses effective systems for analysing the performance and progress of individuals and different groups. Such analysis allows the school to identify areas for improvement. The current focus on the development of pupils' writing skills is an example of this. Teachers mark pupils' work regularly in accordance with the school's comprehensive marking policy. Most teachers provide pupils with clear guidance on how their work can be improved. In a few instances, however, teachers do not follow up on this to ensure that requests they have made through marking are actually carried out by pupils.

The style of teaching, learning and assessment are similar to those commonly used in schools in England. Should the need arise, pupils are equipped with the knowledge and skills necessary to enter or re-enter the UK educational system, or another British School Overseas at an appropriate level.

## **Standard 2. The spiritual, moral, social and cultural development of the pupils**

The standards required for pupils' spiritual, moral, social and cultural development have been fully met and often exceeded. Consequently, **pupils' personal development is outstanding**. The school's seven key values and its promise to make pupils 'confident, independent, lifelong learners', ensure pupils develop self-knowledge, self-esteem and self-confidence exceptionally well. A strong emphasis on children's personal, social and emotional development in the early years results in confident learners who interact well with each other and adults. The positive 'buddy time' system in the first school develops pupils' self confidence because they are expected to talk to, play and stay with a buddy for an extended period of time. This develops their self-knowledge and skills of self-reflection because they have to put the needs of their buddy before themselves. Pupils acquire skills of independence, collaboration and leadership during team, group and pair work in lessons. Their confidence is further enhanced by their participation in assemblies, competitive house events, school productions, clubs, teams and activities.

The school's outstanding ethos is based upon its seven key values which permeate every aspect of school life. This results in pupils developing robust moral codes and a strong sense of right and wrong and respect for the law. Consequently, their behaviour within and outside of lessons is exemplary. Low-level disruption in lessons is rare, which means that pupils and teachers spend their time learning and teaching. Staff have consistently high levels of respect for their students, who reciprocate and

subsequently behave very respectfully towards each other. Consequently, incidents of bullying, harassment and prejudice-based behaviour are virtually non-existent. This means students feel safe at school. In the unlikely event of any rare instance of unacceptable behaviour, pupils are confident that staff will take effective action. Pupils resolve conflicts sensibly by making choices, having first considered the consequences, which may include the school's comprehensive use of rewards for good behaviour and very limited use of sanctions. On the rare occasions when pupils do misbehave, they reflect on the consequences of their actions and then decide how to improve.

The school provides an extensive range of opportunities for pupils to behave responsibly and take the initiative and contribute to community life. Developments such as the school houses, the school council, community action teams and environmental warriors promote an excellent school spirit and a willingness to help others. Pupils confidently take their friends to the nurse, help people less fortunate than themselves and protect their environment. For example, two eco warriors recommended that the school should use compostable cups and plates made from sugar cane fibre instead of plastic. School leaders listened and acted on the recommendation.

Pupils gain from their daily experience of the different cultures in school and from learning about them in lessons and during trips. For instance, pupils learn about British culture when studying Stonehenge and Guy Fawkes night as part of a festivals' topic. They experience Thai heritage and culture when visiting the Royal Chitralada Palace and Italian culture when making pizzas in an Italian restaurant. Consequently, pupils are respectful of each other's different backgrounds and see cultural diversity as a strength. As a result of the school's inclusive nature, pupils understand that not everyone is academically able but that everyone can be good at something. When asked what lifts his spirits, one pupil replied, 'It's that kids of different ages and from different places get on so well together.'

Due to the school's broad curriculum, and many additional features, pupils have a strong knowledge of public institutions and services in Thailand and life in modern Britain. The high proportion of British teachers pepper their teaching with British examples. Additionally, the school's behaviour policies promote tolerance and respect and pupils' views are actively sought and acted upon. Pupils learn about British democracy in English lessons. Pupils even learn about some of the quainter cultural aspects of British life such as rolling the cheese, dancing around the maypole and gurning.

Above all, this school has placed the spiritual, moral, social and cultural development at the heart of its ethos. Academic achievement is built upon a firm foundation of personal, social and emotional development. Consequently, pupils enjoy coming to school. They arrive on time, have high attendance and thoroughly enjoy their lessons and playing with their friends.

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

Arrangements to ensure the welfare, health and safety of pupils are outstanding. This is a strong feature in this exceptionally caring school. All requirements of this

standard are met. Pupils and staff enjoy extremely positive relationships. The school is highly inclusive and has an exceptionally nurturing ethos. Pupils are central to all the school does. Teachers know their pupils well and share this information formally and informally with school leaders through clear channels of communication. This ensures that the school successfully meets individual needs. Admission arrangements and induction procedures for pupils are excellent, sensitive and carefully matched to individual needs. Consequently, new pupils settle quickly. All pupils know they are cared for and valued as members of their school community.

The school takes its responsibility to keep pupils safe very seriously. The clearly defined policies for emergencies, prevention of bullying, first aid, and health and safety are implemented consistently. Safeguarding and child protection procedures are thorough and meet the regulatory requirements of Thailand. Child protection arrangements are clearly defined and understood by all pupils, teachers and staff to ensure that pupils are safe. Pupils know who to speak to if they need help or support. Pupils are taught about e-safety through ICT lessons. Detailed risk assessments are carried out for activities taking place at school and for trips and visits outside of school.

The school site is secure, well guarded and CCTV is in operation. Identity cards issued to all pupils, staff and parents contribute to effective security measures related to access to the school site and to bus travel. Safety checks of the premises and equipment meet the local requirements. Fire and evacuation procedures are rehearsed termly and lockdown and lightning-storm drills are well established. As a result, pupils and staff feel safe and secure within the school and when taking part in off-site activities.

Reinforcement of positive behaviour is central to the school's behaviour policy. Staff interactions with pupils are caring and respectful. At all times, staff model expected behaviour. Pupils' exemplary behaviour, positive attitudes and contributions to school life are praised and rewarded through house points and are celebrated in whole-school assemblies with certificates and photographs. Admissions, attendance and punctuality are carefully recorded and monitored, and decisive action taken when necessary.

Trained nurses effectively cater for pupils' medical needs and emergency arrangements with the local hospital are clearly established. The first aid policy is implemented fully. All medicines are stored safely and medical records meticulously maintained and updated. Healthy living is promoted and systematically built into all aspects of school life. Pupils learn to make healthy choices. Physical activity to promote a healthy lifestyle is encouraged during break times and physical education lessons, sports clubs and activities.

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

The school meets the requirements of this standard. The board of the school, through the headteacher and personnel staff, is rigorous in ensuring that all the required checks are in place when recruiting staff. Scrutiny of records confirms that staff have the right to work in Thailand and that they are suitable to work with children. Locally recruited staff are subject to similarly thorough checks and members of the school team supervise volunteers who support school activities and events.

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

The premises, resources and accommodation are of high quality and meet fully the requirements of the standard. Regular checks of the premises and accommodation are carried out by staff, board members and the relevant authorities. The school has all of the certificates that are required to operate. There are appropriate facilities for the hygienic preparation, serving and consumption of food. The cleaning and maintenance staff ensure that the buildings and classrooms are maintained to a high standard. Pupils take a great pride in the school environment and treat their surroundings with respect. 'We have to keep it clean and tidy because our school is a special place,' was how one pupil described the pride she had in her school.

The school is fully subscribed and every available space is used to its full potential. Creative use has been made of nearby buildings that have been acquired recently, enabling the school to provide a new library, computer suite and administration facilities. The needs of the growing school population, with an increasing number of pupils in Key Stage 3, have been carefully considered. A new block is currently under construction, due to open in June 2015, providing five additional classrooms as well as specialist rooms for subjects including science, art, music and dance. Resources are plentiful and readily available to support pupils' learning. Pupils comment positively on how much they enjoy learning in such interesting surroundings. 'Our classrooms are never boring, the teachers keep changing them to link to our topics. We've got one room set up now to celebrate Diwali', was typical of the views expressed by pupils as they explained why they enjoyed school so much.

Staff's use of electronic whiteboards and pupils' confident use of laptops and tablets combine to support learning well. Children make the most of the high quality indoor and outdoor accommodation in the early years.

Pupils enjoy pointing out the impressive displays seen in classrooms and corridors. These celebrate pupils' work and topics often reflect the British nature of the school. For example, during the period of the inspection different groups in middle school were celebrating festivals, including building models to represent Stonehenge and the summer solstice.

The school buildings and pathways allow safe access for all pupils, including disabled pupils and those who have special educational needs. There are appropriate medical facilities should the need arise.

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

The provision of information for parents is outstanding. All requirements of this standard are met. The vast majority of parents are highly supportive of the school and all that it does to support their children. They particularly appreciate: the recruitment of highly skilled and committed teachers; the fact that teachers know individual children and their parents; the trust they can place in the experienced headteacher and the fact that learning is highly personalised. They speak passionately about the school. One parent shared that, 'Learning is not from books in this school but from the heart.' A few express some concerns about whether further expansion of the school will alter the greatly valued atmosphere and ethos of the school and whether there will be adequate space to play for the growing numbers of pupils..



The school invests heavily in building positive relationships with all pupils and parents because it understands the essential role that parents play in supporting children's learning. Strategies to develop the partnership with parents and the community are varied, successful and reviewed regularly. The school treats parents as equal partners in the education of their child. Parents value this close relationship to the extent that they say they feel it is very much 'their school'. Parents' views are regularly sought through the Parent Teacher Group (PTG). These, and parents' responses to school questionnaires, are taken seriously into account and often acted upon.

Highly effective communication systems keep parents informed about all aspects of their child's education. Information and regular updates about the school are provided via the website, through emails, weekly newsletters, text messaging, social media and other technology, parent workshops and weekly coffee mornings. Some technology allows teachers, children and parents to collaborate online, share content, access assignments, seek help and provide feedback. The school utilises this effectively to provide instant opportunities for sharing information. Links with external agencies are particularly strong, supporting disabled students and those who have special educational needs and continually helping to refine the skills of support staff.

Pupil admissions and induction procedures are sensitive, extremely thorough and flexible to meet individual needs. Parents receive regular and high quality information about their child's personal and academic progress. These are personalised and informative so that parents know how well their children are doing.

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

The school fully meets the requirements of this standard. The complaints' procedures are clear and are readily available on the school website. There is a staged approach to the handling of complaints with clearly stated timelines. The procedures allow for a complaint to be referred to St Andrews Board of Directors if it cannot be resolved satisfactorily at school level. Records indicate that formal complaints' procedures are rarely used. Parents confirmed that they had easy access to teachers and school leaders. This helps to ensure that any concerns are generally addressed quickly and informally.

## **Standard 8. The quality of provision for boarding**

Not applicable.

## **Standard 9. Leadership and management of the school**

The school fully meets the requirements of this standard. Excellent leadership and management of the school by the headteacher, ably supported by her leadership team, are pivotal to the school's continued success. In full consultation with the governing Board of Directors, the headteacher sets a clear educational direction for the school so that all staff are crystal clear about the high expectations that are set for them and the pupils. Complacency has no place at St Andrews.

The headteacher never ceases to look for ways to improve this outstanding school. This helps to explain why it achieves such high standards. School organisation is meticulous and runs smoothly with the needs of pupils at the very heart of every



decision. Leadership in the early years is outstanding and this helps to explain why children make such rapid progress from the moment they join the school.

The school community is united in a common purpose but is a place where flair and imagination are encouraged.

Morale is high because the school's philosophy, captured in the headteacher's manner and demeanour, ensures that everyone involved with the school is respected, valued and appreciated. This culture contributes to pupils' outstanding behaviour and fosters excellent relationships all round.

Staff are deployed effectively with middle leaders and teaching staff encouraged to take on responsibility for aspects of school improvement including subject leadership. This has already proved to be very successful in some subjects with demonstrable impact on pupils' learning, for example in computing. In other subjects, leaders have only recently been appointed and it is too soon to evaluate how successful they have been in their role. Nevertheless, leaders at all levels promote equality of opportunity well. The inclusion of all pupils, many with significant special educational needs, is celebrated and is a real strength of the school. Parents comment very positively on how much they feel their children are valued. In this school, with a wide international population, discrimination in any form is not tolerated.

Staff recruitment and induction processes are exemplary. Checks made mirror those found in UK independent schools. New staff, mostly British trained, settle easily into their positions at St Andrews. This is because induction arrangements, which are highly regarded by the teachers, prepare them well for the demands of working internationally. Systems for staff appraisal are comprehensive and robust with teachers' classroom performance assessed regularly to ensure that pupils are taught well. Staff are provided with an outstanding range of in-service training opportunities, including access to programmes that will develop their leadership skills. These help to explain why teaching is frequently outstanding and pupils' learning is so effective. Leaders constantly strive to ensure that outstanding teaching is the norm across the school and use peer support and rigorous monitoring to intervene where this is not the case.

School leaders make outstanding use of the wealth of data that they collect on pupils' progress. Consequently, they have an excellent understanding of the strengths and areas for improvement in the school's performance. Self-evaluation is rigorous, evidence based and accurate. It is underpinned by a thorough analysis of the school's performance which helps to identify where further improvements can be made. The school compares its test results against UK national outcomes. The consistently high standards that St Andrews Samakee pupils achieve illustrate how well this is working. Consequently, the school has excellent capacity for still further improvement.

Governance of the school is excellent. The governing Board of Directors is readily accessible to the school community and holds the leadership of the school fully to account. The board works closely and in cooperation with the school, utilising successfully the individual strengths of its members. These include a wealth of experience in education, finance and buildings. Consequently, the board is well prepared to meet the many challenges that the school faces as it expands both in size and in the age range of pupils for which it caters. It is responsive to the views of both the parents and pupils by carrying out regular surveys to ensure that decisions are fully informed. Indeed, the decision to expand the school and to extend the age

range resulted from requests from pupils and their parents who wanted to remain in the school after Year 6. Interviews with Year 7 pupils confirmed their delight that their views had been listened to and action had followed. The board checks that all safeguarding requirements are met, financial policies are effective and that performance management, including that of the headteacher, is rigorous.

Management of resources is outstanding and this contributes to pupils' excellent learning. Equipment and accommodation are of a high specification and staff are deployed very well. Parents, in their questionnaire responses and in their meeting with inspectors, confirmed the view that the school is very well led.

## Compliance with regulatory requirements

St Andrews Samakee fully meets the requirements for British Schools Overseas.

## What the school could do to improve further

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

1. Increase even further the frequency of outstanding teaching by eliminating the minor inconsistencies found in a few parts of the school.
2. Improve the impact and influence of subject leaders to match the very best practice found in the school.

## Summary of inspection judgements

| Outstanding | Good | Satisfactory | Inadequate |
|-------------|------|--------------|------------|
|-------------|------|--------------|------------|

### The quality of education

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| Overall quality of education   | √           |      |              |            |
| How well the curriculum and other activities meet the range of needs and interests of pupils | √           |      |              |            |
| How effective teaching and assessment are in meeting the full range of pupils' needs         | √           |      |              |            |
| How well pupils make progress in their learning  | √           |      |              |            |

### Pupils' spiritual, moral, social and cultural development

|  | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| Quality of provision for pupils' spiritual, moral, social and cultural development | √           |      |              |            |

|                                |   |  |  |  |  |
|--------------------------------|---|--|--|--|--|
| <b>The behaviour of pupils</b> | √ |  |  |  |  |
|--------------------------------|---|--|--|--|--|

**Welfare, health and safety of pupils**

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <b>The overall welfare, health and safety of pupils</b> | √ |  |  |  |  |
|---|---|--|--|--|--|

**The quality of provision for boarding**

|  |     |  |  |  |  |
|--|-----|--|--|--|--|
|  | N/A |  |  |  |  |
|--|-----|--|--|--|--|

**Leadership and management**

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <b>Overall effectiveness of leadership and management</b> | √ |  |  |  |  |
|---|---|--|--|--|--|

## School details

|  |   |
|--|---|
| <b>Name of school</b>                    | St Andrews International School Samakee                         |
| <b>Type of school</b>                    | Independent, privately owned, co-educational school             |
| <b>Date school opened</b>                | 2000  |
| <b>Age range of pupils</b>               | 1–12 years  |
| <b>Gender of pupils</b>                  | Mixed   |
| <b>Number on roll (full-time pupils)</b> | 198   |
| <b>Number on roll (part-time pupils)</b> | 33  |
| <b>Annual fees (day pupils)</b>          | 517400 Baht   |
| <b>Annual fees (boarders)</b>            | N/A   |
| <b>Address of school</b>                 | 43 Soi Taiwanond 48, Nonthaburi 11000                           |
| <b>Telephone number</b>                  | 0 2952 4003   |
| <b>Email address</b>                     | samakee@standrews-samakee.com                                   |
| <b>Headteacher</b>                       | Monica Sudhirak   |
| <b>Proprietor</b>                        | The Board of Directors, St Andrews Samakee International School |

## GLOSSARY

**Achievement** – Progress made by a pupil taking his/her individual circumstances and starting point into account.

**Accreditation** – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

**Accreditation Board** – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by CfBT.

**Assessment** – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

**Attainment** – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

**British Schools Overseas Inspection (BSO)** – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

**CfBT Education Trust** – CfBT is one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

**Central Support Team** – Personnel based in CfBT Head Office who are responsible for the administration of the various educational services provided to international schools.

**Combined or Joint Visit** – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

**Cycle of Inspection** – The period of three years between BSO inspection visits.

**Curriculum** – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

**Dubai Schools Inspection Bureau (DSIB)** – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner, CfBT Education Trust.

**Leadership** – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for

learning, and setting an example to others. It entails different skills from management.

**Learning** – Pupils’ gains in knowledge, skills and understanding.

**Management** – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

**Ofsted** – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

**Progress** – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

**School self-evaluation** – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

**Standards** –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

**Teaching** – All activities undertaken by the teacher aimed at enhancing pupils’ learning.



With 40 years' experience of delivering education services worldwide, CfBT Education Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. CfBT staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

CfBT has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

CfBT first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services. CfBT Education Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the Office for Standards in Education, Children's Services and Skills (Ofsted). CfBT is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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