

St Andrews International School, Dusit Campus

ISQM Accreditation Report

23rd to 25th March 2015

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1. Introduction

1.1 CfBT accreditation

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

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

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

Principles underpinning the CfBT accreditation model

- Accreditation criteria are rooted in high standards; they relate to international standards and benchmarks, and to other inspection regimes (for example, Ofsted (England) and, in the case of Thailand, ONESQA from the Thai ministry)
- It is a cost effective means of providing quality assurance
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance

Grades awarded

Judgements are made on a four-point scale as:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

Accreditation status

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

Standards and achievement

Teaching and learning

Leadership and management

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

Standards and achievement

Teaching and learning

Leadership and management

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

Standards and achievement

Teaching and learning

Leadership and management

Introduction and evidence base

This ISQM verification inspection was carried out by a team of three CfBT Education Trust inspectors. It was the first accreditation process for this school. Over three days, the team observed 39 lessons, interviewed staff, students, parents, and directors. They scrutinised students' work and school documents and observed the school generally at work.

Team Members

Lead Inspector: Steve Howland

Team Inspector: Pippa Leggate

Team Inspector: Rob Crompton

2. School context

St. Andrews International School, Dusit Campus, Bangkok is an independent, privately owned, non-selective, fully inclusive and co-educational school for up to 268 Thai and expatriate children aged two to 11. Since opening with five children in 2010, it has expanded to its current roll of 163 students distributed throughout 15 classes.

Students follow versions of the Early Years Foundation Stage and National Curriculum for England, which have been adapted to take advantage of the school's location in the centre of Bangkok. Students benefit from the school's attractive and spacious campus which includes large classrooms, specialist music and foreign language rooms, a library, a canteen, two swimming pools, two indoor sports halls and an artificial sports pitch.

Approximately 70% of students are Thai nationals and the remainder come from 18 different countries. Almost 90% speak English as an additional language. English is the school's main language of instruction. The school develops many students' native languages through lessons in Thai and German, with Mandarin and French also taught as part of the schools modern languages programme.

A well-qualified and experienced team of mainly British teachers supported by well-qualified Thai teaching assistants provide nine 35-minute lessons from Monday to Friday over a 38-week academic year.

When students leave the school at the age of 11, they may transfer to its sister campus at St. Andrews International School Sukhumvit 71, Bangkok.

Report summary

Overview of main strengths and areas for development

Report Headlines

- St. Andrews International School, Dusit Campus, Bangkok has many strengths and is particularly effective at nurturing the personal, social, emotional and moral development of students.
- Almost all students make good academic progress and reach levels of attainment in most subjects that are above those expected of students of a similar age. Students' behaviour and caring attitudes towards their school, their learning and other people are exemplary features which lay a strong foundation for their future academic achievement.
- The outstanding quality of teaching and the provision of a rich, exciting and engaging curriculum make lessons enjoyable, interesting and effective.
- The excellent provision of well qualified and experienced teachers who make skilful use of good quality accommodation and resources results in effective lessons and absorbing learning experiences. Judicious plans are in place for further development of the school's staff, accommodation and resources, which will enable it to cater proficiently for the arrival of more students as the school continues to expand.
- The school's careful orchestration of its arrangements for students' welfare, health and safety is highly effective and leads to students who feel safe, secure and supported and know to whom they could turn if they ever needed help or advice.
- There is an exceptionally strong partnership between the school and its parents. Consequently, parents know how well their children are doing, feel their suggestions for improving the school are listened to, and are up-to-date with the activities of the school.

□ The Board of Directors, Heads of School and leaders and managers throughout the school work very effectively in the pursuit of a common vision of producing a school with a strong foundation of personal development upon which aspirational academic achievement is being built.

Recommended areas for development

1. Raise the standards of attainment for all students in all key stages in reading, writing, speaking and listening.
2. Continue to increase the rates of progress made by students in all subjects and particularly for students who are new to the school or who speak English as an additional language.
3. Continue to improve the quality of accommodation and resources so they provide further opportunities for students to deepen and extend their learning, particularly in relation to art and design across the school and outdoor learning in Reception.

Accreditation status

This report recommends to the CfBT Education Trust Accrediting Board that the school should be awarded the ISQM at Silver level.

This accreditation is valid from 1 May 2015 to 30 April 2018.

Standard 1: The standards reached by students in their work and the progress they make in the Early Years Foundation Stage, and in the core subjects of English, mathematics, science and information and communication technology (ICT).

The Early Years Foundation Stage

As children start school, joining one of the three classes in the early years, their attainment is broadly typical for their age. However, their attainment in communication, language and literacy is at the lower end of expectations, largely because of the proportion of children who speak English as an additional language. Children's understanding of the world outside their immediate home and of early mathematical ideas is often limited, which makes their levels of attainment average rather than above average. From whenever they start, children make at least good progress in all the areas of learning.

By the time they leave Reception, their overall attainment tends to be above that of children of a similar age. Children's personal, social and emotional development is nurtured successfully. They learn to appreciate the needs of others, mix easily and share their toys and equipment. They make choices about what they use, and work together harmoniously for sustained periods.

Most make rapid gains in learning to communicate in English. When playing in the 'café' or the dinosaur cave, for example, they learn how to take turns in speaking. They learn to listen carefully and use a growing vocabulary. For example, children were keen to share what they had been doing; 'I've made an Imperial Star Destroyer!' exclaimed one. Another added, 'I made a picture for my friend.' By the end of Reception, most children make good attempts at reading unfamiliar words because they know how to blend sounds together.

Children quickly learn to count with understanding, rather than simply reciting numbers. They build well on this secure base so, by the end of Reception, most can make simple addition and subtraction calculations. Children gain a good understanding of positional language such as 'above', 'behind' and 'under'. They become adept at recognising two-dimensional shapes and describing their properties. Although children make good and sometimes outstanding gains in literacy and mathematics, levels of attainment in these areas are typically below average.

Children enjoy developing their scientific understanding of the world by asking questions, observing plants, animals and non-living things, and by talking about why they think things happen. Consequently, they make excellent progress and have an outstanding, basic knowledge of the way plants and animals change over time. They are interested and enthusiastic when investigating the world around them. For example, children in Nursery can make recognisable models of spiders and talk about how they spin a home out of a web that catches bugs. Children in the kindergarten know the life-cycle of a butterfly.

Children progress quickly and enthusiastically when learning how to use software. They know and understand how to make things happen on a computer screen. They use ICT to communicate through text, images and sound, and use a keyboard, mouse, and interactive whiteboard extremely well. They know how to use paint and text programs to make marks with simple tools and can change fonts and brushes when filling, colouring and stamping. 'It's a little bit tricky to draw a dinosaur,' said a

Reception child as he demonstrated his drawing and colouring skills. Children proficiently use the right buttons on simple digital photographic and video equipment, and select basic objects and animate them effectively. For instance, children in the kindergarten can capture digital, still images on a tablet computer and use a simple application to correctly sequence the pictures into a story.

Children's development of their physical and creative skills is a significant strength. They develop a good awareness of themselves and others, a growing confidence in climbing and jumping, and move with good control and coordination. They handle small objects with dexterity and a few have very well developed throwing skills.

As children play, paint, make patterns and construct models, most show a high degree of creativity. They are often very imaginative in their use of materials. For example, they choose carefully from a range of fabric, card, string, wool and ribbon to make colourful collage pictures.

In English, students make good overall progress in all key stages and achieve mainly average levels of attainment in reading and writing. Students who have been in the school for the longest periods of time do the best. New students entering classes throughout the school with little or no English, however, have the lowest levels of attainment. They require careful support and time in order to raise their standards. The relatively small number of students in each year group can easily skew the picture of attainment and progress made by the whole year group. This means that it takes only one or two children joining the school with low levels of attainment to lower the overall standard of attainment for a key stage. This distortion will continue until the size of classes grows and more data become available.

The school has a firm commitment as an inclusive school. However, with 88% of students speaking English as an additional language and many with little English transferring during the year from Thai schools, there are a range of needs and many challenges to be addressed in literacy and phonics classes. These include a focus on speaking, listening and writing skills.

The outstanding teaching observed in many classes however, combined with the school's focus on improving speaking and listening, is contributing to more effective learning. Students' current performance and the school's own tracking information show that students are currently on track to reach higher levels of attainment this year.

Currently, attainment in English in Key Stages 1 and 2 is average, as is evident from the school's performance relating to external benchmarks recorded over the past three years. Attainment in English meets age-appropriate National Curriculum expectations at each key stage. For example, Cheetahs and Jaguars in Year 1 engage in lively storytelling, such as Jack and the Beanstalk, and write simple sentences. By Year 2, students construct more complex sentences using clauses, adverbs and adjectives to describe events and express their opinions. Students in Year 3 listen carefully and build on each other's ideas while writing and generating emotive language in persuasive text. Students' handwriting is neat and legible with well-formed letters. By Years 5 and 6, students use complex grammar, vivid vocabulary and imagery in writing for a diverse range of purposes.

In mathematics, students across Key Stages 1 and 2 make good progress and reach standards that are above typical expectations for their age. Progress is not

outstanding and attainment is not high because new students entering within key stages often need to catch up with the students who have been in the school for longer. Also, there are some inconsistencies across year groups.

Students' skills of calculation develop quickly. From learning in Year 1 to count a large number of objects by sorting them into groups of five or 10, they move on in Year 3 in their knowledge and use of multiplication tables to multiply and divide efficiently. By the time students reach Year 6, they confidently convert fractions into decimals and apply these skills, for example, to calculating store discounts.

Similarly, early work on shape helps students to become confident at identifying the properties of regular polygons and three-dimensional shapes. This provides a secure base for work in Key Stage 2, where students gain a good understanding of angles and learn how to use a protractor to draw accurate geometric shapes, such as isosceles triangles. In Year 6, students competently translate and rotate shapes in four quadrants, plotting them using coordinates, such as (-1, 2). This is work which is typically introduced in later years.

Students make good progress in using a variety of measures and routinely record their results in graphical form. For example, students in Year 2 can measure the height of all students in the year group and make a bar chart to present the information. Older students construct more sophisticated graphs involving frequency distributions. Year 6 students move on to expressing relationships in algebraic form and constructing related line graphs. Students' work in mathematics in Years 5 and 6 is characterised by their meticulous presentation. This stands them in good stead for later work in secondary school and beyond.

Standards of attainment in science are above average in all key stages and above those ordinarily expected of students of a similar age. This is because most students make at least expected progress from their various starting points. In Key Stage 1, students often make outstanding progress. However, students in Key Stage 2, and especially those who are new to the school and speak English as an additional language, find practical scientific investigations and mastering challenging scientific language difficult. This restricts their progress. The students whom the school has retained the longest make the best progress and reach the highest standards of attainment.

In Key Stage 1 many students are inquisitive and good at observing, exploring and asking questions such as 'How?', 'Why?' and 'What will happen if...?' They are good at working in groups or as individuals when gathering evidence to help them answer questions and make links between what they already know and what they have observed. For example, students in Year 2 make good connections between their understanding of how living things change over time when learning about the life-cycle of a frog. They use well reference materials and technology to improve their knowledge and some, particularly native speakers of English, are good at communicating their thoughts using basic scientific language.

Throughout Key Stage 2, students extend their learning about plants, animals, common materials and their personal health. They proficiently apply their knowledge of science to everyday things and engage in practical lessons and systematic investigations with interest and enthusiasm. Students understand why and how to set up a fair test in order to check their predictions. They gather evidence and record

results carefully from which they draw informed conclusions. For example, students in Year 5 drew accurate conclusions from a practical investigation that tested their predictions about how different types of soles on running shoes affected the force of friction. Students use accurately an increasing range of scientific language and enhance their written work with appropriate diagrams, tables and charts.

Overall, the standards of attainment reached by students in ICT are good. Students, including those with special educational needs and who speak English as an additional language make at least good progress, sometimes from low starting points. Students in Key Stage 1 make outstanding progress because the acquisition of knowledge, understanding and skills in ICT is not too dependent upon students being able to speak English exceptionally well. Those in Key Stage 2 make good rather than outstanding progress because new arrivals to the school sometimes lack experience of using ICT, and those who speak English as an additional language find the increasing range of technical vocabulary difficult to acquire. Generally, the longer students stay in the school, the better their rates of progress and the higher their levels of attainment.

In Key Stage 1, students have a good understanding of how ICT can be used to select, control, change and store text, sounds and images as files. They know that messages can be sent electronically over large distances and that people can reply to each other. They use ICT effectively across a range of subjects, which helps them develop their skills of presentation and understanding of how to use ICT for a range of purposes. For instance, students in Year 2 can create their own simple branching database, which helps them to classify different types of animals when learning about science.

Students continue to make good progress and develop their knowledge, understanding and skills throughout Key Stage 2. They handle text, images, sounds and data well and know how to use different types of hardware and software for different practical purposes. They communicate their ideas effectively. Students in Year 4, for example, used tablet computers to capture and manipulate still and video images of themselves in preparation for the production of a movie which they will set to music and send electronically to school children in Mombassa. Students use ICT well for research purposes and create imaginative presentations through which they communicate to others. For instance, students in Year 6 researched and created biographical presentations about William Shakespeare that included hyperlinks to the menu page and to appropriate additional information on the internet.

Students' personal development

Highlights and Recommendations

- The personal development of students is outstanding throughout the school.
- Students' enthusiasm for their school and learning is evident from their good attendance.
- Relationships between adults and students are exemplary, which results in a school environment that is caring, stimulating and highly conducive to successful learning.

- Students show consideration for one another, their teachers, staff and visitors to the school.
- The behaviour of students in lessons and around the school is first class. They interact positively and respectfully with each other and demonstrate pride in being members of their school.
- Students thrive on the numerous opportunities available to them and contribute to the life of the school in lessons, after school activities and community related events.
- Students have a clear sense of identity as members of their year group and house. They have a well-developed understanding of what they do well, their targets for improvement and how best to achieve them.
- Good levels of attendance should be at least maintained and monitored across the school.

Students, from the youngest children in Nursery to the eldest in Year 6, display positive attitudes to their school and learning. They look happy and enjoy going to school. They thoroughly enjoy learning and rise to the challenge of new topics and skills. This contributes to the vibrant atmosphere which sets the tone of this family school and stimulating place of learning.

Students' eagerness to be at school is usually evident from their ordinarily high levels of attendance. However, recent political disturbances in Bangkok have caused disruption which has lowered the overall annual rate of attendance to above average rather than even higher than this. Students are keen to learn, arrive promptly for lessons with the necessary materials and need little encouragement from adults. Positive attitudes to learning are evident throughout the school because students enthusiastically respond to the challenge of acquiring new knowledge and skills and seizing fresh opportunities.

Behaviour across all phases of the school is exemplary because students respond well to the school's high expectations both in and out of lessons. Traits such as consideration for others and assistance for new students are particularly evident. This positive atmosphere is underpinned further by a warm and respectful relationship between students, teaching and non-teaching staff. Students recognise there is a wide range of support in the school community that contributes to the success of their school.

The school's strong emphasis on respect and the importance of being aware of the needs of others, which is promoted by the personal, social and health education (PSHE) programme, means that bullying is not an issue. Students discuss and resolve any minor differences so that harmonious relationships are sustained. Learning to take responsibility for personal actions and behaviour starts from the early years and makes a significant contribution to students' excellent moral development.

Many students enjoy opportunities to take responsibility through serving on the student council as class representatives or house leaders. Through such roles, they acquire and practise leadership skills and provide positive role models for their peers. They show respect for their school campus by not dropping litter, develop a strong

commitment to environmental initiatives, and assist those less fortunate than themselves by serving their wider community.

Teaching and learning

Highlights and Recommendations

- The quality of teaching and learning throughout the school is outstanding.
- Teachers' subject knowledge, levels of confidence, imaginative planning and nurturing relationships are significant strengths, which contribute to students acquiring knowledge, understanding and skills very effectively.
- Learning activities are well matched to the abilities, needs and interests of students who consequently show high levels of interest, engagement, enjoyment and motivation.
- Assistants who support teaching and learning are very effective and make a substantial contribution to students' learning and progress.
- Teachers' high expectations promote outstanding behaviour, attitudes to learning and co-operative relationships, which conspire to enable lessons to run smoothly.
- Although homework is set regularly, it is not tailored to the needs of individuals or groups of students so that they are appropriately challenged and engaged outside of lessons.

Teaching over time in all key stages and most subjects is outstanding and rarely less than consistently good. Consequently, most pupils, including those with special educational needs, make at least good progress and effectively develop knowledge, understanding and skills in a wide range of curriculum subjects.

Teachers' strong subject knowledge, thorough understanding of how students learn, and command of the courses they teach, lead to the confident teaching of students who learn effectively because they respect their teachers. Students are interested, engaged and motivated to learn because lessons are imaginatively and skilfully planned to meet their needs, interests and abilities. Teachers' well developed knowledge of the strengths and weaknesses of their students results in the setting of learning activities and tasks that are appropriately matched to their different aptitudes. For example, every student in Year 5 improved their understanding of how to use embedded clauses in their writing as a result of the teacher planning different activities that matched their abilities. Child-friendly learning objectives are clearly communicated by teachers, which motivate students to achieve well by the end of each lesson.

Teachers use appropriate teaching styles, strategies and methods for the age of their students and the subject they are learning. As a result, many students acquire knowledge and develop understanding and skills at a good pace. The emphasis placed by teachers upon the development of speaking and listening across all subjects is a recent school-wide initiative that is starting to substantially improve students' use of the English language. In a science lesson in Year 3 for instance, the teacher encouraged lots of repetition by encouraging students to talk in pairs. This

helped them practise the correct pronunciation and understand the meaning of the words 'igneous', 'sedimentary' and 'metamorphic'. The teacher reinforced the students' learning by stressing the importance of using the new vocabulary when observing and classifying rock samples later in the lesson.

The effective use of appropriate and engaging learning resources, including ICT, stimulates students' curiosity, interest and creativity, which promotes their learning very well. Children in the kindergarten, for example, improved their singing of the sticky bubble-gum song when the interactive whiteboard was used proficiently by the teacher. The skilful use of independent and collaborative learning activities effectively develops students' leadership, teamwork and social skills.

Teachers' high expectations result in outstanding behaviour that contributes to the smooth running of lessons. Relationships between teachers and students are excellent. This cultivates a very positive and productive climate for learning in which students feel safe to ask questions, make and learn from their mistakes, and seek help and support. Teachers enthusiastically encourage students to do well and sincerely praise their efforts and achievements. Consequently, they respond well to challenging tasks, enjoy their lessons and see learning as a positive experience. Parents typically comment, 'The rigorous academic curriculum is integrated into an atmosphere where children barely notice they are learning.'

Teachers systematically and effectively check how much progress students make towards the achievement of child-friendly learning objectives. Teachers often anticipate that some students might need extra support. In response, proficient and supportive teaching assistants, who know their students well and are adequately briefed before lessons, are deployed to support individuals or specific groups of students. This contributes to their good progress. For example, a group of seven students successfully reinforced their reading and speaking of words beginning with the letter 's' followed by a consonant. This was due to very effective teaching by an assistant who made their learning fun with the game 'stone, paper, scissors'.

Teachers use appropriate strategies to assess the performance of their students. High quality and probing questions encourage all students to think of an answer. Strategies such as asking pupils to write their answers on mini whiteboards gives teachers an at-a-glance view of what students know, understand and can do. If necessary, teachers respond by adjusting their lessons to ensure that all students are sufficiently challenged. This causes them to make at least good and often outstanding progress by the end of a lesson.

The regular setting and completion of age-appropriate homework enhances the learning that takes place in lessons. However, homework is not currently tailored to the individual needs of students, which means they are not always sufficiently challenged or engaged enough when doing their homework. Teachers' marking provides students with constructive feedback and points for further development. These collectively promote students' acquisition of knowledge and development of understanding and skills.

Although the overall quality of teaching and learning is outstanding, it is not yielding consistently outstanding progress in all year groups. This is because, as the school expands, too many new arrivals from different school systems, who often speak English as an additional language, take time to adjust to the standards and

aspirational expectations of the school. This means that their initial rates of progress are less rapid than the progress made by students who are well established members of the school.

The curriculum

Highlights and Recommendations

- The quality of the school's curriculum is outstanding.
- Provision in the early years is outstanding.
- The thematic approach in Key Stages 1 and 2 engages students and helps them to improve their key skills.
- The highly effective modification of the curriculum for students with special educational needs means they make very good headway towards their individual targets.
- The extensive range of enrichment activities supports students' academic and personal development extremely well.

Students are thoroughly engaged by the imaginatively designed curriculum, which stimulates their curiosity, motivates and challenges them.

Children in the early years benefit from a wealth of worthwhile experiences. Within the rich learning environment, both indoors and outside, they explore all aspects of learning through practical activities and play, while being sensitively guided by adults. Provision for children's personal, social and emotional development is a strong feature. Children thoroughly enjoy playing and working together and respond positively to the many opportunities to learn to take turns, share resources and work things out cooperatively.

Children's communication and early mathematical skills are a high priority. This is evident from the wide range of appealing activities that teachers plan. For example, children in the kindergarten delight in making 'insect soup' and concocting food for the 'insect café'. Reception children are equally well engaged in the 'post office' when they play buying stamps and weighing and posting parcels. Such activities provide many opportunities for children to develop confidence in conversing in English, which, for most, is not their native language. This leads to the systematic and effective teaching of phonics (the sounds letters make) and early writing skills. A broad range of sorting and counting activities, together with practical tasks such as identifying shapes and building structures with wooden blocks, helps to develop children's mathematical understanding and skills.

In Key Stages 1 and 2, teachers interpret the curriculum inventively, taking account of students' various backgrounds, abilities and interests. An element of choice enables students to pursue their own interests from time to time. For example, a unit of work often starts with students being asked to think about what they already know and what they would like to find out. Topics routinely link subjects together. For example, learning about environmental issues in Year 4 involves science, ICT and geography. Topics also include ample opportunities for students to practise,

consolidate and extend their literacy and numeracy skills. After a visit to a butterfly farm for example, students in Year 2 rose to the challenge of researching and making notes, and then produced high quality written accounts of their findings.

The PSHE programme is wide-ranging and taught during lessons, assemblies and trips, and when outside speakers visit the school. When asked how successful this was, students' comments included, 'We share ideas about how we feel and about friendship, bullying, and racism', and 'We learn to be assertive, how to keep fit and about e-safety.'

Provision for students with special educational needs is highly effective. The needs of each individual are well known, and students are very well supported in day-to-day lessons and small withdrawal groups. Curriculum plans are adapted when necessary and the well-trained and highly effective support staff make a valuable contribution to the students' learning and progress. Students with particular gifts and talents are supported well and plans are in hand to further refine and personalise their learning opportunities.

Students benefit from an extensive programme of additional activities, which is an exemplary part of the school's curriculum. From Reception onwards, there are frequent trips linked to the topics that students study. Residential visits start in Year 2. These include activities such as sea-kayaking, archery and numerous physical activities. Visits to animal sanctuaries and museums relate well to students' lessons. Extra-curricular activities, including team games, hobby clubs, individual sports and the performing arts, also make a valuable contribution to the personal development of students.

The quality and quantity of the school's accommodation and resources

Highlights and Recommendations

- The quality and quantity of the school's accommodation and resources are outstanding.
- The accommodation is spacious, very well maintained and includes extensive sports facilities.
- Resources support the curriculum in most subjects very well.
- Staff are very well qualified, experienced and fully committed.
- The school should review the provision for outdoor learning for the Reception classes.
- The school should continue to improve its resources for art and design and ICT.

The school has a full complement of well-qualified teaching staff who work extremely effectively with learning support staff. The ratio of students to teaching staff is about four-to-one, which means students benefit frequently from teaching, guidance and support in small groups. The stability and commitment of all staff, including administrators, are important factors in the school's success and continuing drive for improvement.

There has been significant improvement in the school's accommodation during the first five years of its life. The large sports hall and full-size swimming pool are good examples of how determined the school is to make incremental improvements as the number of students increases. Classrooms are spacious and the furnishings and displays provide welcoming, comfortable and stimulating learning environments. Shared areas in every year group allow flexible grouping and additional space for practical activities. Facilities for break times and outdoor activities are very good. They include a canteen, sports pitches and shaded areas that help to protect children from the heat and sun.

The Nursery and kindergarten classes have access to well-equipped outdoor spaces, which enable children to move freely back and forth from indoors. Reception classes are based on the first floor. Teachers make the best of this by providing practical activities in the wide corridor and regularly taking children to the outdoor learning areas. However, there is no day-to-day immediate access to the full range of areas as the guidelines for the Early Years Foundation Stage suggest.

Classrooms are well equipped and all requests by teachers for additional resources to support learning are promptly met. Effective use is made of the interactive whiteboard in every classroom. Resources for most subjects are plentiful. For example, in the classes for the very young children, a wide range of equipment is used to teach phonics and early number skills. Students' learning in science is aided through access to measuring instruments such as Newton meters and other apparatus. There are sufficient computers for the current number of students. The school is wisely introducing tablet computers gradually, once teachers and students know for certain how effective they will be at improving teaching and learning. Resources for music are good. Materials and equipment for art are adequate but not extensive.

How well the school cares for and supports its students

Highlights and Recommendations

- The school's provision for students' welfare and for their care and support is outstanding.
- The school provides a safe, healthy and caring learning environment for students of all abilities with a clear commitment to protecting all students. Consequently, students feel safe and secure.
- Excellent induction and transition arrangements enable students to quickly settle and engage in social and academic aspects of school life.
- Healthy living is actively promoted and encouraged through PSHE and the school's canteen.
- Students' behaviour, respect and care for others are exemplary and reflect the family values and standards that underpin the school.

The campus provides a secure and safe learning environment where effective procedures are in place to protect students and look after their needs. Induction arrangements for new students are excellent. These include time in school for parents and their children to ensure that everyone is certain that the school is the right environment for them. A detailed assessment of individual students' needs forms part of an initial assessment that is completed soon after their arrival. This helps to ensure that systems are in place to provide essential support for new students. For example, the school often links new students and their parents with families already in the school, which helps the new arrivals to settle in. These arrangements assist in creating a positive sense of belonging and purposeful atmosphere for learning.

The arrangements made for helping students to move between year groups at the end of each academic year are well considered and effective. Additionally, there are some helpful links with the sister school - St Andrew's International School, Sukhumvit 71 – to which many students transfer at the end of Year 6. Opportunities for shared experiences for students in Year 6 with their counterparts in the sister school include joint visits and outings to places of local interest. This helps students from both schools to make new friends.

The safeguarding of pupils is given a high priority and appropriate policies and related procedures are in place. These include the annual training of all staff, including new appointees, in child protection measures and the drawing to their attention of the need for risk assessments for field trips and the medical requirements of vulnerable students. Policies, including guidance on internet safety are in place and shared with parents. These ensure there is a consistency of approach when dealing with matters of care and safety. The school has effective systems to act on concerns or complaints raised by students, parents and staff.

Students feel safe in school and confidently say that, 'Bullying does not occur'. However, they can seek assistance, guidance or support if required. The school has been proactive in this area and has agreed definitions and treatment of bullying with students so that if disagreements occur they know what steps they need to take to resolve the situation.

The views of students are valued in all phases of the school and there are well-established ways in which these are gathered and acted upon. Regular surveys are undertaken and the most recent results indicate that students are overwhelming positive about the school and their learning. Students state they feel safe, are confident that teachers value their contributions and are sure their work is monitored carefully. Healthy living, they agree, is well promoted and supported by the school.

The school's partnership with parents and the community

Highlights and Recommendations

- The school's partnership with parents and the community are outstanding.
- Surveys of parents' views confirm that they think highly of the school and have few concerns.
- Parents receive excellent levels of information about their children in a range of effective ways and say that reports are comprehensive.
- The arrangements for the admission and induction of students are sensitive and extremely thorough.
- The school regularly seeks and acts positively on the views of parents.
- The parent-teacher group (PTG) works very effectively with the school to gather the views of parents.
- Continue to maintain the close partnership with parents, which is a real strength of the school.
- Look ahead to establish systems that can be supported particularly when the school grows in numbers.

The high quality of information provided by the school and received by parents, carers and others helps them to support their children's learning, personal development and well-being. Efficient and effective systems of two-way communication between parents and the school are well promoted. They are complemented by readily arranged face-to-face contact with key people in the school, often arranged informally and at short notice. A range of effective forms of communication are encouraged including onsite meetings, emails, class blogs and a daily contact book for every student.

The school is well regarded and enjoys a positive and supportive relationship with its parents and wider community. Parents are encouraged to visit the school regularly and to take an active interest in their child's education, which they do. Good relationships are evident with all staff including the Head of School who is highly visible around the school and has a friendly and approachable manner. Excellent written reports for parents are produced each term. They contain a wealth of information about their child's academic progress and personal development, and provide practical advice on how to support their child's learning.

Newsletters are frequent and informative, and the school's website provides a wide range of helpful information. Parents have secure access to a blog which contains helpful information about the activities being undertaken by their child's class. Additionally, parents know they can email their child's class teacher or the Heads of School and receive a response almost immediately.

An effective parent-teacher group successfully supports the school and uses a variety of ways to gather information from parents to feed their widely held views back to the school for consideration for action. It has grown in influence and membership over the past year and organises a range of events, both social and

fundraising, that brings the parent body together. Recently, these have included bake sales and informal gatherings where parents who are new to the school are welcomed.

The school listens carefully to parents and takes action whenever it can. For example, a greater range of competitive sporting opportunities have been offered to students during the past year in response to requests from parents. The school also effectively advises parents about emerging issues that could affect the well-being of their children, for example, internet safety and the appropriate use of social networking sites. This exceptionally well-developed partnership with parents should be continued and developed further as the school expands.

Leadership and management

Highlights and Recommendations

- The quality of leadership and management throughout the school is outstanding.
- The Board of Directors makes an exemplary contribution to the vision, nature and direction of the school.
- The school operates legally and is financially healthy.
- School self evaluation is rigorous, robust and accurate, and involves all staff. It is also informed by the views of key parents and students.
- Providing a caring school for all children is a high priority for directors, leaders and all staff.
- Some objectives for school improvement need to be precisely targeted at improving students' academic outcomes.
- The performance management and professional development of staff need to be even more closely linked to the school's annual improvement plan.

An exemplary feature of the school is the clear vision which has been set by the directors and owners of the school and brought to life by the Head of School and all staff. A very strong sense of family, coupled with an emphasis on being happy, relaxed yet purposeful, permeates every facet of the school. Its directors have intentionally set out to provide a school that feels like home and lays a strong foundation for social, emotional and moral development upon which aspirational academic achievement can flourish. It has worked. This is a happy school in which students and staff feel valued, appreciated, safe and supported. As one director eloquently said, 'Build a foundation for life and academic achievement will follow.'

The Board of Directors effectively governs the strategic direction and legal and financial operation of the school. A well-qualified and experienced member of the board is the legal holder of the school's licence. The Board ensures that every member of staff is legally employed. The Head of School and the Thai Principal have formed a strong partnership. They jointly accept delegated responsibilities from the board and very competently lead and manage the operational and daily activities of the school.

The board's strong fiscal policies ensure that income from school fees meets the school's expenses, including the repayment of asset investment loans and funds for capital expenditure. Consequently, the school is financially healthy and represents good value for money.

The board is well informed by the Head of School and Thai Principal who report frequently on the progress the school is making towards achieving the objectives in its annual improvement plan and how well it is performing financially. As a result, the board has a thorough understanding of the school's strengths and weaknesses and subsequently knows what the school needs to do to improve. The board has an acutely clear view of the school's direction and, in partnership with its Head of School and Thai Principal, makes strategic decisions that are fully aligned with its family values and aspirational vision.

The board holds its Head of School and Thai Principal rigorously and frequently to account. Two board members visit the school fortnightly to check that expenditure is in accordance with forecasts and to receive brief reports on the school's activities. Additionally, half-termly progress reports from the Heads of School and Thai Principal, that are linked to their contractually binding performance management objectives, ensure that the board is kept regularly up-to-date on the performance the school is making towards its aspirational aims.

The school's open access and inclusive equality and diversity policy is promoted by the board and all leaders and managers throughout the school. The Head of School and Thai Principal carefully vet and recruit teachers, assistants and administrative staff. They appoint staff who are fully aligned with the school's equality based principles and caring values. School places are deliberately kept available for students who have special educational needs and class sizes are small so that staff know their students well. These strengths are welcomed and valued by parents.

The school's improvement plans are born out of thorough self-evaluation. Although ambitious targets for improvement are set, they are sometimes too general and not always sharply focused on improving precise academic outcomes for specific groups of students. All senior leaders very effectively and frequently monitor their own performance and that of the school's middle leaders and managers. Every member of staff is involved in an annual evaluation of the school's performance and in helping to set new targets for improvement. Consequently, staff feel a high degree of engagement in achieving common goals.

The professional and caring demeanour of all senior leaders and staff sets a positive tone that promotes the excellent social and moral development of students and their motivation to develop, succeed and achieve. The knowledgeable teams of leaders and managers throughout the school are effective. This is because a clearly communicated set of aspirational objectives for school improvement are linked to a clear vision that bonds staff in a common sense of purpose.

The recruitment, retention and deployment of staff are very effective because the Head of School and Thai Principal align these processes with the school's vision, mission and strategic intent. Although performance management and the professional development of staff are fully in place, they are relatively new and are not closely linked to the school's improvement plan. However, a professionally trained and very well managed team of staff enables students to reach above

average standards of academic achievement and outstanding levels of personal and social development.



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