

St Andrews International School, Dusit campus

ISQM Accreditation Report

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Education Development Trust 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 ongoing development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

Principles underpinning the accreditation model

- Accreditation criteria are rooted in high standards; they relate to international standards and benchmarks, and to other inspection regimes (for example, 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

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Introduction The International School Quality Mark (ISQM) verification inspection was carried out by a team of two Education Development Trust inspectors. This was a re-accreditation

process for the school and, as a silver level school, it chose to have a 'light touch' visit from the team.

Two inspectors from Sor Mor Sor were present during the accreditation visit and will report separately on the school's provision for Thai language and culture.

Evidence base In total, inspectors visited 30 lessons. They held 14 meetings, including those with the head of school and other school leaders, staff, parents and carers and a representative group of students. Inspectors also observed the school's work and tracking systems, safeguarding procedures and students' work.

School context

St. Andrews International School Dusit, established in 2010, is situated opposite the Chitralada Palace in Bangkok. It is an independent, privately owned, non-selective, fully inclusive and co-educational school. Since the time of the last accreditation, there have been a number of significant changes. The number of children and students on roll has increased by 26%, with most of the growth being in the early years. A new head of school has been appointed and the school is now owned and governed by the Cognita Asia Group. Thirteen new staff joined the school in September 2017, including senior and middle leaders.

The school provides education for children from two years old to students who are 11 years old. There are currently 194 students on roll, the majority of whom are Thai nationals (82%). Eighteen different nationalities are represented. Almost all students (95%) 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, with Mandarin and French also taught. Students also have the opportunity to learn Dutch. Twelve per cent of students are identified as having special educational needs and/or disabilities and receive additional support. Students follow versions of the early years foundation stage and national curriculum for England, which have been adapted to take account of the school's location in Bangkok and Thailand.

The school's aim is to provide an 'inclusive international education in a happy, supportive and stimulating environment where students love to learn'.

Students benefit from the school's attractive and spacious campus which includes large classrooms, specialist music and foreign language rooms, a recently refurbished library, a canteen, two swimming pools, two indoor sports halls and an artificial sports pitch. A well-qualified and experienced team of mainly British teachers, supported by well-qualified Thai teaching assistants, provide six 50-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 107, Bangkok.

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Report summary

Accreditation status St. Andrews International School Dusit is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust International School Quality Mark at **Silver level** which reflects the **Good judgements and higher** described within this report.

This accreditation is valid from May 9, 2018 to May 9, 2023.

Overview of main strengths and areas for development

Report headlines

- St. Andrews International School Dusit is a good school. It provides a good quality education in a caring and nurturing environment.
- Students make good academic progress. Levels of attainment are above average and rates of progress are good and improving across the school. They are outstanding in the early years.
- The personal development of students is outstanding. Relationships between students and their teachers are very strong and support students' excellent personal development.
- Teaching and the quality of students' learning are outstanding. Teachers deliver the curriculum in an interesting and varied way that motivates and engages students.
- The school's accommodation and resources are outstanding. Excellent resources allow the curriculum to be delivered fully and inclusively to all students. The school's facilities are maintained regularly and well.
- The school has outstanding arrangements for the care, guidance and support of its students. Students say they feel extremely safe in school and are cared for very well. Excellent support for students identified as having special educational needs and/or disabilities ensures that they make excellent progress.

- Parents are very well informed about their children's academic learning and personal progress, and all that is happening in the school. They are extremely supportive and highly appreciative of the school.
- The headteacher and her senior team provide excellent leadership and very clear direction. Their shared educational philosophy and vision for the school help secure the good and improving outcomes.

Recommended areas for development

- Continue to accelerate progress and raise standards in all areas, particularly by the end of key stage 2.

Progress in meeting the recommendations since the last accreditation report.

In order to build on the school's considerable strengths, the school was recommended to:

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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.

The inspection team finds that the school has taken appropriate steps to address these recommendations.

- Standards of attainment for all students in all key stages have increased steadily, including in reading, writing, speaking and listening.
- Rates of progress made by students in all subjects have increased across the school, including those who speak English as an additional language or who are new to the school.
- The quality of accommodation and resources has been improved, particularly for art and design and for outdoor learning in the early years.

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

Highlights and recommendations

- Children in the early years make an extremely positive start. Most arrive at school with few skills in **English** but expert teaching and guidance allow them to make rapid progress and develop speaking and listening skills effectively. By the time they leave Reception, their skills in reading and writing are approaching those that are typical for children of their age in the UK. This represents outstanding progress and enables them to achieve well in all areas of learning.
- Excellent progress continues in key stage 1. Attainment in reading and writing at the end of Year 2 is well above UK benchmarks.
- Positive progress continues in key stage 2, where reading, writing and comprehension skills are developed further. Standards in reading and writing at the end of Year 6 are in line with UK averages.
- In **mathematics**, children in the early years make a very positive start, learning about numbers and developing concepts about shapes, space and measures. The emphasis on learning through practical activities engages their interest and supports their rapid progress. By the end of the Reception Year, they reach standards that are above those typical for their age.
- Students make good progress as they move up the school. Standards are high in key stage 1. In key stage 2, they are around average and improving rapidly. Progress is especially strong in key stage 1.

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- Most students have a sound knowledge of the methods required to successfully complete familiar mathematical operations and are able to transfer their learning to real-life situations. Some find problem-solving and reasoning more challenging because of their limited English skills.
- Standards in **science** are above those typical for their age in the early years, high in key stage 1 and improving at key stage 2. Students make good progress overall, especially in the early

years and at key stage 1.

- Students enjoy learning about science and are encouraged successfully to become increasingly curious and reflective about the world around them.
- There is a strong focus on practical activities involving investigation and experimentation across a range of scientific themes. Students work well individually and together to collect, present and analyse information. Their skills of observation, recording and interpretation improve steadily as they move up the school.
- Students make good progress and become increasingly proficient at using **information and communication technology** (ICT) throughout the school. In the early years, children routinely use tablet computers in activities and to record what they are doing, and students use a wider range of resources effectively in key stages 1 and 2 to research topics and present information. Standards are high at key stage 1 and above average at key stage 2.
- In **other subjects**, standards are generally above average and students make good progress, with particular strengths in the early years and at key stage 1.
- Students who have special educational needs and/or disabilities and those who speak English as an additional language are very well supported and make progress at least in line with that of their classmates, often from lower starting points.
- The most able students make good progress in line with their peers.

Standard 2: Students' personal development

Highlights and recommendations

- Students' personal development is outstanding.
- The school fosters successfully the development of personal and social skills in addition to raising academic achievement. Students relish opportunities for taking responsibility, gaining in confidence and becoming aware of the needs of others.
- Very high levels of attendance and punctuality indicate excellent attitudes to school. Unauthorised absence is rare and students arrive in good time at the start of the day.
- Behaviour in lessons and around school is exemplary. Movement from one building to another is easily and smoothly accomplished because students show respect for all others.
- Older students willingly help younger ones, becoming positive role models for them to follow.
- Relationships between students and all adults are highly positive. Students care for each other and this is exemplified in the student-driven initiative of 'friendship buddies' to help others who may not have a friend to play with.
- Students feel extremely safe in school and there are no reports of bullying. Students have a clear awareness of how they can get help if they encounter any difficulties.
- Students greatly enjoy their time at school and are enthusiastic learners. They fully appreciate the wide range of extra-curricular activities that are offered, and participation rates are high.

▪ From an early age, students develop increasing self-confidence, resilience and a very positive work ethic. These personal qualities contribute to their strong academic performance.

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▪ Students make an excellent contribution to the school community. They adopt leadership roles as members of the student council and have initiated an eco-committee that promotes conservation issues. Older students have also enjoyed raising funds for charity and purchasing resources for use in school. They show a clear understanding of the responsibility they have towards other people and the environment.

Standard 3: Teaching and learning

Highlights and recommendations

- Teaching and learning are outstanding.
- Teaching is exceptionally strong in the early years and key stage 1 and is much improved in key stage 2. All staff implement the curriculum skilfully, accurately, and competently, leading to positive outcomes. As a result, standards are very high in the early years and key stage 1, and improving rapidly in key stage 2.
- Teachers exhibit strong subject knowledge, enabling them to plan and deliver stimulating lessons that capture students' interest and ensure high levels of engagement.
- Questioning is a major strength of the school and teachers consistently probe and extend students' knowledge. Staff know their students extremely well, so teachers are able to target certain individuals to monitor their learning effectively.
- A very positive learning environment prevails in all classrooms because there are respectful relationships between students and staff. The nurturing approach teachers adopt allows students to take risks in their learning without fear of making mistakes.
- Teaching assistants are well-qualified and very skilful. They are deployed effectively and provide very strong support for classes and students to whom they are assigned, improving students' knowledge, understanding and skills. This group of staff are very well trained and make a real difference to students' development.
- The relatively recent introduction of a new system to assess and track students' progress is used effectively to identify students who require additional support. Teachers are becoming

increasingly proficient in the use of this assessment data to inform their planning.

- Teachers routinely challenge students in lessons, contributing to increased levels of student achievement. In many instances, students have the opportunity to challenge themselves and select their own tasks in lessons in line with their ability.
- Students are very happy to work collaboratively with their peers, sharing ideas and knowledge. The frequent use of 'talk-partners' enables students to discuss their ideas while showing respect for the views of others.
- The school's marking and feedback policy is applied consistently. Feedback comments give students clear guidelines on how they can improve their work. Evidence in books highlights the use of self-assessment and peer marking, and Year 6 students have recently begun supporting Year 1 students in responding to their teachers' comments. This provides students with a good understanding of the progress they are making and what they need to do to improve.

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Standard 4: The curriculum

Highlights and recommendations

- The school's curriculum is outstanding. It satisfies fully the requirements of the early years foundation stage and the national curriculum for England. It has been suitably adapted and modified to meet local needs and requirements of Thai language and culture.
- The curriculum enables teachers to plan and deliver lessons that fully involve and engage students in their learning. This stimulates students' interest and motivates them to learn effectively. Consequently, they achieve well.
- The curriculum is reviewed regularly to ensure its relevance and is constantly evolving to take account of changes and new developments. It also promotes the school's ethos of inclusivity. Adaptations are made to personalise the learning for students with special educational needs and/or disabilities and those who speak English as an additional language. As a result, these students make strong progress. Similarly, the most able students are challenged, and they secure high levels of attainment, particularly in the early years and key stage 1.
- Cross-curricular links are forged at every opportunity, for example in the school's International Week, where the customs and cultures of countries chosen by the students are celebrated through

a range of subjects and activities.

- The breadth and depth of the curriculum successfully prepares students for transition to secondary school.
- The curriculum provision for personal, social and health education (PSHE) is of a high standard and makes a very positive contribution to students' outstanding personal development. It helps them to become caring, considerate and knowledgeable citizens.
- A plethora of after-school activities enrich the curriculum greatly and are supported well. Sporting, musical and cultural events extend the range and breadth of students' experiences, and there are residential visits for all year groups. Together, these make a significant contribution to students' outstanding personal development.

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

Highlights and recommendations

- The quality of the school's accommodation and resources is outstanding.
- The school environment is very welcoming and stimulating. It provides a safe and secure climate for students' learning. Security and entry facilities and systems have been enhanced recently to increase safety still further.
- The school is staffed very well with qualified and experienced teachers and support staff. Together, they meet the needs of all students, including those with special educational needs and/or disabilities, those who speak English as an additional language and those who are gifted and talented.
- There is a strong professional development programme to enhance further the skills and expertise of all staff. This allows staff to meet curriculum development requirements and promote changes and initiatives.
- Accommodation is spacious and maintained well. Sports facilities are generous, including two swimming pools, two sports halls and a playing field. Since the previous accreditation, there have been improvements and additions to the accommodation. These include a new

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science, technology, engineering, art and mathematics (STEAM) room, a cooking room, an improved and expanded library, and improvements to outdoor provision for the early years.

- The school has excellent learning resources: All classrooms have interactive display boards, and there is a very good range of books, ICT equipment and resources to support learning. This enables teachers to plan and deliver interesting and challenging lessons.

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

Highlights and recommendations

- The school provides outstanding care and support for its students.
- Students' health, welfare and safety are a very high priority for the school. These aspects are monitored closely, delivered successfully and improved when and where necessary.
- Staff know the students extremely well so they can help students with any issues that may arise. Students know how to gain help or report any serious matters in the confidence that these will be resolved quickly, efficiently and sympathetically. Students understand how to keep themselves safe in in school and the wider world, including a thorough understanding of issues related to the internet and e-safety.
- The school's highly inclusive and nurturing ethos ensures that care begins as soon as students join the school. Efficient induction procedures allow them to settle quickly so that they immediately become welcome and valued members of the school community.
- Students who have special educational needs and/or disabilities and those learning English as an additional language receive excellent support which is tailored carefully to meet their individual needs. This enables them to make rapid progress from their starting points.
- The school strongly encourages healthy living through the curriculum; nutritious food is provided throughout the day.
- Staff receive regular training in safeguarding and health and safety policies and procedures. They know who is the designated leader of these aspects and understand what to do if an issue arises.
- Safety and security are a very high priority for the school and are efficiently administered throughout the day. All parents and visitors have to show identification and pass through manned barriers to gain access to the school, and the site is suitably monitored by surveillance cameras.
- Arrival and departure from school are monitored well so that students are safely dropped off and collected.
- All external providers undergo police checks to ensure they are safe to work with students in the school.
- Students know and follow the school's rules about health and safety. They are aware of the need to behave responsibly in order to keep others safe.
- Fire and lockdown procedures are practised regularly and students report how these measures add to their feelings of safety and security.
- Students' records are held securely and are only available on a need-to-know basis.

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

Highlights and recommendations

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

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- Parents are kept very well informed about progress that their children are making. They receive detailed reports twice a year, and there are termly meetings with teachers. In the early years, parents have routine online access to their child's learning journal.
- In addition, parents say that there is very effective two-way communication, and they can meet with teachers and staff as and when they need to, either formally or informally.
- Parents are also informed very well by a variety of means about all that is happening in school. The school has recently introduced an online parent portal which is very much appreciated and welcomed, and further enhances two-way communication.
- The school regularly seeks and responds to parental views. Parents say that the school is very open and welcoming, that they are listened to and any concerns they may have are addressed sensitively and promptly. A formal complaints policy and procedure are in place and is available to parents. Since the last accreditation these procedures have been used on one occasion, and the matter was quickly resolved to the satisfaction of all concerned.
- There are strong relationships with other St Andrews schools and the wider community. These include charity fundraising for a variety of causes, and visits by firemen and local blind students.

Standard 8: Leadership, management and governance

Highlights and recommendations

- The leadership and management of the school are outstanding.
- The school has reacted effectively to address successfully the recommendations made in the previous accreditation visit. Consequently, attainment has risen, rates of progress have increased and the accommodation and resources have been improved.
- The head of school has only been in post for four terms but she has had a very strong and positive impact on the school's growth and development. She clearly has the confidence and

support of students, staff and parents.

- The head is supported by a very capable leadership team. Together, they provide very clear vision and direction for the future development of school. This is shared by all staff.
- Leadership across the school at all levels is very strong and capable, especially in the early years.
- Very effective systems and procedures are in place to ensure that the school runs smoothly on a day-to-day basis.
- Outstanding leadership and management have resulted in significant improvement, including rising standards and improving progress.
- School leaders have a very strong focus on the development and welfare of the whole child. The school is highly inclusive. Discrimination is not tolerated, and there is a very clear and successful commitment to equal opportunities for all students, including those who have special educational needs and/or disabilities, or those who are gifted and talented.
- Despite the school's success, there is no complacency, and the school is looking to improve still further. Self-assessment is honest and accurate. This provides an excellent basis for improvement planning with clearly identified priorities for further development and change. As a result, the school has a very strong capacity to improve.
- Relationships with the school's directors are very productive. Cognita provides very strong support for the school. The distinction between governance and leadership of the school is clearly understood. School leaders work with autonomy but are held effectively to account.

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- School leaders and directors make sure that the school meets all regulatory requirements, including those related to safeguarding and child protection. They maintain a clear oversight of the school's finances and have been extremely successful in managing the school's staffing, facilities and resources.

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