

St Andrews International School Dusit

ISQM Accreditation Report

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Introduction

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 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, carers 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, The Office for Standards in Education in 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

Evidence base

Introduction

This International Schools Quality Mark (ISQM) accreditation inspection was carried out by a team of three Education Development Trust inspectors who spent three days at the school. The inspection team had access to a wide range of information about the school prior to the inspection. Inspectors visited 43 lessons. There were 18 meetings, which took place with leaders, teachers, students, parents, representatives of the school's owners and members of the governing board. Inspectors scrutinised students' work in books. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. They also considered the views of parents, students and staff. They observed the school at work and followed up on any issues raised.

School context

St Andrews International School Dusit is a privately owned, fully inclusive co-educational school. It is part of the Cognita group of schools. It is located just outside the grounds of the Chitralada Palace in the Dusit district of Bangkok. The school opened in 2010 with just five students and there are now 348 students on roll aged two to 11 years. It is slightly larger than other primary schools.

There are 15 nationalities represented, with most being Thai. English is not the principal language (EAL) of almost all students, but just 30 need extra support to gain access to the curriculum. There are 45 students identified as having special educational needs and/or disabilities (SEND). Students with SEND receive help from the learning-support department, counsellors, speech therapists and/or learning-support assistants as appropriate.

Students in the early years follow the English early years curriculum. In key stages 1 and 2 students follow an adapted English national curriculum. The thematic curriculum has planned cross-curricular links and is regularly reviewed. Adaptations were made to the curriculum once students returned after the closures during the COVID-19 pandemic to ensure personalised learning and fill any gaps. Students had baseline assessments when they re-joined so that teachers could see where they needed to differentiate lesson activities.

The school responded to the pandemic by implementing various strategies to ensure student well-being and academic progress. Despite the challenges, it experienced continued growth in student numbers, with 2021 marking the highest enrolment and the lowest number of students leaving in its history. The school addressed the issue of students dropping out of online learning by tracking primary students who opted out and providing targeted interventions. It also introduced a cover teacher and an intervention teacher to minimise disruption and support students who did not attend school.

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 ISQM at **Gold level**, which reflects the **Outstanding judgements or higher** described in this report.

This accreditation is valid from **31 May 2023 to 31 May 2028**

Overview of main strengths and areas for development

Report Headlines

Highlights

- Progress is outstanding across all subjects and for all groups of students. Attainment is at least good and improves the longer students spend in the school.
- Students are keen to learn and their behaviour is excellent. They are kind and enjoy helping others.
- Teaching is interesting and stimulating and provides a range of challenges to meet the needs of the students.
- Teachers effectively use assessments to identify areas for development and adjust their teaching accordingly.
- The curriculum is broad and balanced and underpins the school's Dusit values of determination, understanding, success, independence and teamwork.
- Support staff and teaching assistants are very well trained to fulfil their responsibilities and contribute to progress.
- The school's campus is safe and secure and more than appropriate for purpose. All classrooms are an excellent learning environment.
- The care and support for students across the school are outstanding. All staff understand their safeguarding responsibilities and students know who they can go to if they have a problem.
- Parents are overwhelmingly positive about the school. They appreciate its positive culture and its inclusivity, where everyone is known by name.
- Leaders are responsive and accessible. They have a clear vision for the school and are excellent role models.
- The school's owners, Cognita, are supportive yet rigorous in their holding leaders to account.

Recommended areas for development

In some subjects there are limited opportunities for students to choose technology as the best way to present, communicate and display their work. As a result, the students' autonomy and independent use of technology could be further developed, thus better preparing them for their future education. Leaders should ensure that, in all subjects, students have access to and use a range of technology to enhance learning.

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

Highlights and Recommendations

- When students enter the school, most do so with low levels of English. The progress all groups of students make is outstanding across the school.
- Attainment in mathematics has been negatively affected by large numbers of new students arriving. In addition, the achievement of the established Dusit students is not quite at the outstanding level of other subjects. However, the progress of both groups of students, as well as that of SEND and EAL students, is clearly outstanding.
- Attainment and progress are outstanding in science. During the visit, science week highlighted the enthusiasm and knowledge of students.
- Students are proficient users of technology and demonstrate their skills in computing lessons. and, when given the opportunity, in mainstream classes.
- Students throughout the school benefit from specialist teachers for swimming and physical education (PE), music, art and languages. They make excellent progress across a range of subjects.

In **English**, progress is outstanding. Attainment improves the longer students spend in the school. When students enter the school in the early years most do so with low levels of English. This is also true of many others who enter the school later in their educational journey. Students make excellent progress in developing their speaking and listening skills in the early years. They make sound progress in developing skills in phonics as a result of the systematic teaching they receive. By the time they enter Year 1 around half of the students meet the age-related expectations of the English early learning goals. Progress in reading gathers speed in key stage 1, where many students produce simple written sentences, spelling most words they use accurately or making logical attempts to do so. They enjoy listening to stories.

Progress accelerates in key stage 2. Students write in a wide variety of genres including reports, diaries, stories and poems. In Year 5, students write using a range of exciting adjectives and adverbs and enjoy using figurative language. In Year 6, students

analyse texts carefully to identify techniques used by writers, which they incorporate into their work and most attain or exceed levels typical for their age in England. They demonstrate increasing confidence, enjoyment and competence as they enjoy an interesting, challenging curriculum in which there are plentiful opportunities to develop their spoken language. Students of all abilities progress very well. Those finding aspects of learning difficult attend intervention groups targeted precisely at their needs. Students who are at earlier stages of learning English and those with SEND often make outstanding progress from their starting points as a result of the very good, well-structured support they receive. Girls achieve marginally better than boys in most year groups.

Attainment in mathematics is good and progress, including for SEND and EAL students, is outstanding.

Students in the early years make rapid progress from their starting points. Number is the clear focus, but space, shape and measure are also introduced well. Reception students showed very impressive number recognition skills up to 20 without needing to count.

In key stage 1, students develop very strong number-pattern recognition skills. They become increasingly proficient in problem solving and reasoning through regular engagement with challenging material. By lower key stage 2, students are deepening and broadening their appreciation of number through, for example, comparison and ordering of fractions. The more capable students can do this for fractions with unequal denominators or numerators and for fractions bigger than one. In upper key stage 2, students can quickly understand new topics that combine number and shape. For example, Year 6 learnt how to enlarge shapes by a given scale factor either for shapes drawn on a grid, or where just dimensions were provided.

Students consistently achieve above UK averages in external benchmark testing and internal assessments show that most students attain standards that meet or exceed those typical for their age in the UK. Internal and external assessments show that the arrival of large numbers of new students adversely affects overall attainment. However, progress in mathematics is equally impressive for both established Dusit students and newcomers.

Attainment and progress in **science** are outstanding and improving over time.

Students in all key stage 2 classes performed above UK averages in the recent progress tests in science. Progress seen in books and observed in lessons is outstanding for all groups of students including those with SEND and EAL. These

students are helped exceptionally well by teaching assistants and shadow teachers to make the best progress they can.

Science week took place during the verification visit. Students in the early years demonstrated great enthusiasm and engagement in seven different science activities. For example, observing rain clouds, exploring textured water and making exploding zip-lock 'bombs'. Luckily, they had a change of clothes!

The science fair, 'a great leap in science' involving students from Year 1 to Year 6 and including 47 different projects was an exceptionally successful event. Students spoke confidently about their projects and the scientific skills they had used. All were experts in their chosen project and understood complicated concepts beyond expectations for their age.

There is a strong focus on investigation and working scientifically using the 'science-skills squad' consistently throughout the school. The 'squad' were named by students themselves initially. Students were very familiar with the terms for each aspect of working scientifically and could identify which ones they were using. For example, students in Year 4 focused on 'Ildris Identify' to understand inertia and identify factors that affect motion, detecting whether one vehicle was faster or slower than another.

Attainment and progress in **computing** are outstanding.

Students who developed strong information technology skills during lockdown continue to show a high level of comfort and proficiency with technology. They use it well in specialised computing classes. They are excellent users of standard software and work efficiently either by themselves or in pairs and when using specialist subject-specific packages.

Students use technology effectively for creative tasks. Students in Year 5 used music-composition software to 'compose' their own versions of 'Twinkle, Twinkle, Little Star'. Year 6 researched possible evolutionary histories of mammoths and used tablets to present their results. Programming skills are also developing well as witnessed by the animated movies Year 4 were creating, linked to the text they were studying in English, using coding software. However, in some subjects, there are limited opportunities for students to choose to use technology as the best way to present, communicate and display their work.

Students make excellent progress in a range of **other subjects** across the curriculum. Students throughout the school benefit from specialist teachers for swimming and PE, music, art and languages. The options to study other languages such as French, Spanish and Mandarin in addition to Thai are excellent. Students were observed

communicating very well in relation to the amount of time they had been studying the language. Students in early years displayed high levels of participation in a music lesson, clapping rhythms, singing and playing musical instruments at the right time. Students' confidence in swimming develops rapidly and those with high levels of ability may attend the swim-squad extra-curricular group and compete against other schools.

Standard 2: Students' personal development

Highlights and Recommendations

- Behaviour in classes and around the school is excellent.
- Students are keen to learn and concentrate well from an early age.
- There are outstanding relationships among students and between students and all adults.
- Students are highly respectful and enjoy learning about the different cultures of those around them.
- Students are kind and enjoy helping others.
- Students enjoy challenges and respond well to them.
- Students have a strong sense of what is right and wrong.

Students' personal and social development are outstanding. They arrive punctually at lessons and are proud of their school. Attendance is consistently high at around 96%. Students feel very safe in the school. They behave very well in lessons and at all times around the school. They form good friendships and enjoy excellent relationships with all staff. They enjoy learning and having fun but are always responsible and think of how their behaviour affects others and how they can show kindness. They enjoy collaborating in lessons, sharing ideas and learning with their friends. Incidents of unkind behaviour are extremely rare. A strong feature of the school is how well students of all ages get along together. In the science week, for example, Year 6 students planned exciting activities for students in early years and played a leading role in their delivery.

Students, from an early age, learn how to be alongside others and act responsibly, clearing up after themselves, respecting their environment and showing good manners. Students build from this, quickly learn right from wrong and recognise and appreciate kind behaviour. They learn to care for their classrooms and each other. They are very curious and ask good questions. They become increasingly articulate and both good speakers and listeners. Through residentials they develop many skills,

such as independence and teamwork, and are able to analyse their personal achievements.

Students enjoy challenges and competition whether working independently or in groups. They take pride in their own work and are quick to appreciate the achievements of others. They like to research and share ideas. They enjoy taking responsibility whether representing their peers on the student council, working in the library, or acting as house captains and eco-champions, for example. They like to lead and their idea of a movie night successfully raised funds for Operation Smile, a health-related charity for students. They also teach English to girls in a local orphanage and provide presents for them at Christmas. Currently, they are planning how to raise funds for an animal charity.

Students are reflective. As they move through the school, they show increasing understanding of themselves, how they affect others, how well they are learning and what to do to improve. From circle time in the early years to the personal, social and health education (PSHE) programme, they recognise, in increasing depth, how people influence, and are influenced by, the behaviour of others. They learn about citizenship and the importance of law in both PSHE and Thai lessons. In surveys and discussions with staff, they are confident enough to put forward their ideas and to share any concerns, whether these relate to their own well-being or that of their friends. Through the house system, they learn about collective responsibility and teamwork and contribute enthusiastically to team success.

Standard 3: Teaching and learning

Highlights and Recommendations

- Teaching is very interesting and stimulating. It fully implements the intended curriculum and is adapted to meet students' needs.
- Teachers have strong subject knowledge and use a wide range of teaching methodologies.
- Teachers and teaching assistants (TAs) work really well as teams.
- Teachers use questioning highly effectively, pace lessons very well, set high expectations and manage classroom routines extremely well.
- Students respond by showing commitment and perseverance. They are respectful and show excellent behaviour whether working by themselves or in small groups.
- Students rapidly develop knowledge, skills and understanding in highly supportive classrooms under the expert supervision of teachers and TAs.

- Assessment is very well used to identify gaps and areas for improvement in the curriculum.
- Teachers use assessments effectively to identify students' next steps and adjust their teaching accordingly.
- Teachers' feedback provides constructive guidance. Students complete almost all tasks in full and make corrections when required.

Teaching, learning and assessment across all phases of the school are outstanding.

Teaching is very interesting, varied and stimulating, It takes good account of the intended curriculum and benefits from a wide range of resources. Teachers know their subject material very well and understand how students learn best. They provide challenges that appropriately meet the range of needs of their students and engage their interest. This includes those students with SEND or EAL. Learning objectives and success criteria are consistently very well used. Students know what they are learning about and when they have been successful. Teachers and their TAs work together extremely well as teams. Teachers use a variety of methods and strategies in their teaching allowing students with different learning styles, preferences and abilities to benefit from their teaching and make sound progress. There is a strong focus across all subjects on teaching key vocabulary and the terminology associated with the Dusit values is regularly used by teachers. They use questioning highly effectively with probing and thought-provoking follow-up questions used regularly. The pace of lessons allows the achievement of objectives without students feeling rushed. Teachers set very high expectations of their students and they manage classroom routines extremely well.

Students respond by showing effort, commitment and perseverance. They are respectful to adults and peers alike. They demonstrate excellent behaviour whether working by themselves or in small groups, using talk partners particularly well. They develop the ability to work both independently and in collaborative groups having many opportunities in class for each. They take pride in their work. Their work in books is usually well presented showing the time and effort given to its completion. They show confidence in class and exhibit excellent attitudes to learning. They contribute willingly and frequently to class discussions. They are curious and rapidly develop knowledge, skills and understanding in highly supportive classrooms under the expert supervision of teachers, TAs and shadow teachers.

Internal and external assessment data is very effectively used by teachers and leaders to identify any curriculum shortfalls. Teachers are skilled in using formative assessments to identify students' strengths and areas for development and they

adjust both their planning and teaching accordingly. Students' work is marked according to the school's well-devised policy, with teachers providing constructive guidance. This advice helps students in their next steps in learning. Students live up to their part of the bargain by completing almost all tasks in full and making corrections when required.

Standard 4: The curriculum

Highlights and Recommendations

- The curriculum is constructed carefully to engage students in their learning.
- The curriculum is successful in developing students who are curious and determined learners who care for others.
- The well-planned curriculum meets the needs and interests of students of all abilities.
- The strong emphasis on speaking and listening underpins the progress students make in all subjects.

- The extensive programme of enrichment activities, including the very popular residentials, enhances students' learning opportunities.
- The emphasis on students' well-being permeates the curriculum and is enhanced by the PSHE programme.
- Special events such as world-book days, science weeks and international days provide wonderful learning opportunities that are shared across the whole school.
- Transition arrangements support students' well-being and learning as they move into, through and out of the school.
- There is very good-quality provision for Thai and modern foreign languages.

The curriculum is outstanding. It fully meets the requirements of the early years and national curriculum for England and the Office for Private Education Commission requirements of Thai education. The school provides an excellent programme of Thai language, culture and history (TLCH) for both Thai and non-Thai students with additional Thai language lessons for those who wish to study in greater depth. The addition of Mandarin, French and Spanish from an early age extends opportunities for language learning very well.

The curriculum is broad, balanced and adapted exceptionally well to meet the needs of all students. It underpins the school's Dusit values of determination, understanding, success, independence and teamwork and its mission statement.

The school takes every opportunity to link subjects, which enhances learning excellently. For example, students in Year 6 studied evolution in science and, in English, developed stories about how a camel came to have a hump. In Year 2, students learned about conditions in the Antarctic and listened to the experiences of an actual explorer before writing about life in such conditions. In the early years, students listened to the story of the three billy goats gruff before designing bridges for the goats to cross the river safely.

Students are highly engaged, as teachers provide regular, planned opportunities for small-group and class discussion which develop their confidence as English speakers and listeners and support their progress in all subjects. The school's revised English curriculum is leading to consistent approaches in teaching which are raising standards in reading and writing.

The curriculum is modified exceptionally well for students with SEND and those at early stages of learning English. There is excellent support both within lessons and through individual input. Individual plans focus precisely on what students need to do next to improve and how teachers can help them to progress. Teachers track the progress of individual learners assiduously and are constantly reviewing what they teach to ensure that they meet students' needs. There are intervention programmes for students who require additional help. A staff committee reviews all aspects of the curriculum regularly. It analyses gaps in learning which occurred as a result of periods of lockdown and online learning arising from the pandemic.

Assemblies and PSHE lessons, along with special events such as well-being week, ensure that students learn about their own and others' emotional and social development. They celebrate acts of kindness and undertake charity work for those less fortunate than themselves. From an early age they learn about the work of others. In the early years, students role play jobs. Older students listen to visitors, gaining perspective of the wider world and becoming citizens of the future.

The curriculum is enhanced by a large array of very popular, well-attended extra-curricular activities for students of all ages. Residential trips provide excellent opportunities for students to learn in different environments and to develop themselves as individuals and as team members. In Year 4, students developed resilience, determination and teamwork as they completed challenging hikes with complex navigational demands.

Transition arrangements support students moving into Year 1 from Reception so that they, and their teachers, are well prepared for the next stage in learning. Arrangements for students leaving for St Andrews 107 include joint activities with the school throughout Year 6.

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

Highlights and Recommendations

- Teaching staff are fully qualified and bring significant experience.
- Support staff and TAs are very well trained to fulfil their responsibilities.
- All appropriate checks are made before new staff are employed.
- The school's physical facilities are more than appropriate for purpose. Bright, welcoming, and sufficiently large classrooms provide for an excellent learning environment.
- The school's campus is safe and secure.
- All learning resources are appropriate and help provide a rich learning experience.

The quality and quantity of the school's accommodation and resources are outstanding.

Teachers are fully qualified and experienced and have training in teaching the full range of abilities, including students with SEND and those who demonstrate gifts and talents. Together they provide complete coverage of both the core curriculum and specialist subjects. Support staff, including TAs and shadow teachers for students with SEND, have received considerable training to fulfil their roles effectively. Recruiters of new staff carefully select candidates who match the school's values. All required safeguarding checks and references are taken up before any offers of employment are made.

The school's physical facilities are more than appropriate for purpose. Bright, welcoming and sufficiently large classrooms provide for excellent learning environments. Specialist rooms, spaces and facilities cater for specific curriculum needs. Breakout spaces for learning and play are available for all early years classes. Outdoor spaces are large enough for the size of year groups and offer both learning opportunities and space for students to run about. The school's two swimming pools allow for the full range from non-swimmers to experts to develop their confidence and

skill in the water. The school is safe and secure with entrance and exit to and from the campus carefully monitored.

Learning resources, from interactive whiteboards through to manipulatives in early years, are sensibly selected. They are sufficient in number to provide for a rich and varied learning experience for all students across the breadth of the curriculum. Additional resources, physical and technological, are available for those students who need them and for those who are ready to be challenged further.

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

Highlights and Recommendations

- Safeguarding and child protection policies are in place with associated strong procedures.
- The induction process for new students is thoughtful and supportive of students and their parents.
- The views of students are actively sought.
- All students have adults in the school that they are comfortable turning to if they need to.
- The clinic is capable of handling students with minor injuries or who fall sick.
- The dining area is hygienic and provides nutritious food.
- The campus facilities are well maintained and assessed for risk.
- There are safe pick-up arrangements after school.
- Regular checks on equipment are carried out and the school practises fire evacuations and lockdowns.
- Rigorous checks on vehicles and their drivers are made.

Care and support for students across the school are outstanding.

Policies and excellent procedures conforming to Thai regulations and Cognita expectations are in place to ensure the protection and safeguarding of all students. All staff have annual face-to-face training on safeguarding and regular training on health and safety, with all training logged centrally and on employees' files. The school maintains comprehensive confidential student records with access to these records strictly restricted to those who need it.

The school arranges an assessment day for all new students, during which they meet the teachers, make friends and are paired with a buddy. Upon enrolment, Nursery parents are encouraged to leave their students with the class as soon as possible. The

admissions manager meets all new students and their parents and collects all relevant information about their learning needs and prior schooling. On the admission of students, parents provide requested health data and sign permission forms for both regular and emergency medical treatment.

The school ensures that all students use some PSHE time to identify five adults in the school they know and trust. Students feel they have adults in the school who they can turn to if they need to. Counselling services are readily available. There are appropriate anti-bullying and positive-relationships policies in place. The school seeks the views of students through well-being surveys annually. These are effectively analysed and used to adjust school routines and procedures.

The nurse stores medicines and administers regular medication appropriately and keeps comprehensive records. The clinic has first-aid facilities to handle minor incidents and beds for students with short-term sickness or injury. The dining area is clean and hygienic and provides nutritional food choices.

The campus provides a safe environment for play and for learning with play areas having soft landing zones around climbing and swinging equipment. The staff check the water quality in the swimming pools three times a week. They inspect all equipment including kitchen and fire appliances and the alarm system. All checks are in date. The school locks all cupboards and cabinets that contain cleaning liquids or electrical circuitry. All staff understand the evacuation procedures and the school conducts both fire evacuations and lockdown drills. It performs risk assessments for all excursions and obtains written parental permission. There are safe pick-up arrangements after school, including identity checks if the pick-up is by someone other than a parent.

The school only uses vehicles from outside contractors. It reviews maintenance records for these vehicles and drivers' driving qualifications and health checks.

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

Highlights and recommendations

- Parents appreciate the positive culture of the school and its inclusivity.
- They find the headteacher very responsive and always accessible.
- Parents appreciate that teachers and leaders know their child and them by name.
- Parents feel their views are listened to and where possible actioned.
- Parents value the hands-on workshops enabling them to help their child.

- The school continues to build a strong sense of community.

The school's partnership with parents is outstanding.

Parents are highly appreciative of school leaders and administrative staff for their accessibility and willingness to work together with them in partnership for the benefit of their children. They feel they can contact teachers at any time through Class Dojo and that teachers respond quickly. Parents also find the headteacher very responsive because she is always available to greet them by name every morning. They feel confident enough to speak to her as necessary. There have been no formal complaints as all are resolved informally at an early stage. The school has consciously streamlined its communications, which parents appreciate. Parents receive a high-quality, written report on their child's progress, followed by parent consultations. These consultations are also offered on an ad hoc basis throughout the year. Parents of students with SEND meet termly to review targets in the individual education plan. Staff work hard to develop home-school relationships right from the start and 'meet the teacher' presentations support this. A range of workshops are available to parents to help them with child's learning. A parent recently described a hands-on mathematics workshop as 'fantastic'. He went on to say: 'Teachers make me a better parent. I learn from their kind example.'

The school and Cognita seek the views of parents through an annual survey. The headteacher shares an analysis of the results at a special parents' feedback meeting. During the pandemic bi-weekly checks with parents helped the school adapt its online learning. Parents were recently involved in interviews for a regional headteacher. They do not have any direct involvement with governors but can contact them at any time if they wish. The introduction of Spanish lessons this year was the result of a parent's request.

Leaders worked hard to maintain a strong sense of community during online learning. These efforts kept parents engaged in their child's learning journey, despite their not being allowed on campus. They now regularly come into school to support events. The annual 'Fun Day' welcomed over 500 people from the community and raised 310,000 THB for charity. Visits to the local area enhance the curriculum and students' understanding of the world. Parents come into school to talk about their jobs. Students in the early years think about different job roles from an early age.

The parents that inspectors spoke to were overwhelmingly positive because their children are happy and want to come to school. They spoke of everyone at Dusit being

amazing and having high standards. They said students were 'allowed to be themselves'. Most of all they felt the school was like a home with a warm welcome.

Standard 8: Leadership and management

Highlights and Recommendations

- Cognita, the schools' owners, and governors hold the school and the headteacher to account rigorously. They work in cooperation with the headteacher and senior leaders supporting and constructively challenging them.
- Leaders have a clear vision which is shared and valued by every stakeholder. The climate of happiness created is palpable across the school and in parents also.
- All leaders and teachers are good role models. Their 'glass-half-full' attitude is widely shared. Staff surveys show that they enjoy working at the school and feel well supported by leaders.
- Areas for improvement are identified and targets set in the school-improvement plan. This live document is regularly revisited to check on progress.
- Appraisal and professional development are well established and the reflective dialogue is appreciated by teachers.
- The school is fully inclusive and all students are known both academically and personally ensuring that their individual needs are met.

The leadership, management and governance of the school are outstanding.

The headteacher provides inspirational leadership and displays all the values she expects of her staff and students. Leaders have a clear vision to be 'The Happiest Community, Empowering Every Individual to Achieve Outstanding Growth'. This supportive inclusive community was clearly witnessed by inspectors.

The headteacher is highly visible around the school and has extremely positive relationships with all stakeholders. All senior leaders, staff and support staff are excellent role models for students and one another. Parents see their kindness and support of one another and comment that these attributes ensure the happy culture of the school. All leaders, teachers and support staff promote and model the Dusit values of determination, understanding, success, independence and teamwork. The recent school survey of staff shows that they enjoy working at the school.

The school has improved considerably since the last accreditation. Leaders work with phase leaders to identify areas for improvement and these are set as targets in the school-improvement plan, under the five pillar headings set by Cognita. This document is constantly reviewed to check progress. A Cognita system is used to manage the performance of all teachers and learning support staff. Line managers discuss appropriate individual targets with staff taking into consideration their career development, aspirations and potential. The improvement plan, alongside individual performance-management targets, informs the professional-development calendar for the year. Regular observations of teaching allow leaders to identify a 'talent pool' and direct teachers to observe those with particular strengths. There is a comprehensive induction programme for all new staff to enable them to fulfil their roles with confidence embracing the Dusit values.

Cognita are the school's owners and governance of the school is carried out by the Cognita Asia regional team. The regional office is responsible for the overall running of the school ensuring that it operates legally and has sound fiscal policies. It also ensures that safeguarding and health and safety arrangements are robust through regular audits. Cognita has a clear commitment to raising standards and improving the quality of provision. The education director, who regularly visits the school, has a good overview of the school's strengths and areas for development. The headteacher has autonomy to run the school and create her own budgets supported by the education director. He is also responsible for holding her rigorously to account through her termly presentations to Cognita and appraisal targets linked to strategic plans. She analyses responses to the parents', students' and employees' surveys and feeds back to the appropriate groups making each aware of intended improvements. She regularly asks for feedback in order to ensure manageable workloads and the well-being of staff.

The school has a reputation for being highly inclusive. All Cognita policies refer to inclusion, diversity and equal opportunities. As the school is relatively small all staff know the students individually both academically and personally. Generous staffing, with appropriate expertise, allows teachers to personalise learning and develop each individual student. All students are included in all activities and it is clear that they all respect one another and appreciate each other's differences.

The Thai department is fully compliant with Thai Ministry of Education requirements for teaching TLCH in international schools. History and culture are taught with Thai and non-Thai students together for one lesson every week. The focus is for all to learn about Thai traditions and culture and for Thai students to be proud of their heritage. There are two language lessons each week for first-language and EAL learners separately. First-language learning covers all four features of language: speaking, listening,

reading and writing. For second-language learners, the focus is on conversational Thai. There is also an option for first-language learners to attend two further lessons each week in response to parental wishes. There are well-established links with home and encouragement of the use of Thai.

The Thai department is very well led and managed. It integrates fully into the whole school, working closely with its language department. Teachers attend network events within Bangkok but also go further afield for specialist training. There is a strong collaboration both within the department and with others across the school. Teachers prepare lessons collaboratively and use a range of appropriate teaching strategies which ensure that students engage well. Their subject knowledge and understanding of how to teach lead to positive learning experiences for all students. As a result, they make very good progress.