

St Andrews Samakee International School

British Schools Overseas Inspection Report

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Age Group: 1-14
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Purpose and scope of the inspection

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

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

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

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

The Standards are as follows:

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

The purposes of the inspections are to:

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

The BSO inspection was combined with an inspection carried out with inspectors from the Thai Ministry of Education's Office for National Education Standards and Quality Assessment (ONESCA). The outcomes of the ONESCA inspection are contained within a separate report.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

St Andrews Samakee International School is an inclusive, independent, privately owned, co-educational international school for pupils aged one to 14 years. It has a sister school in Hua Hin with the same owners and governing board.

The school is situated in Nonthaburi, approximately 20 kilometres north of the centre of Bangkok and is housed in purpose-built accommodation. The school opened in January 2000 with just two pupils and has developed to meet the growing pupil population. There are currently 236 pupils on roll with approximately 53% in the first school (Nursery to Year 2), 33% in the middle school (Years 3 to 6) and 14% in the upper school (Years 7 to 9). The school is smaller than others of a similar type. After many years of continuous growth, last year there was a 30% drop in enrolment due to a high rate of expatriate mobility. A number of pupils leave after the early years to attend a nearby school; those who stay to Year 9 move on to continue their secondary education in nearby schools.

Approximately 63% of pupils are Thai nationals and the remainder come from 25 different countries including The United States of America, Britain, Israel and Australia. English is the language of instruction for all pupils. Approximately 96% of pupils speak English as an additional language, with 13% of these pupils requiring support. Overall, 17% of pupils have special educational needs and/or disabilities; in the upper school, 38% of pupils are included on the register of special educational need. The school has a high number of pupils with statements of special educational need due to the school's outreach programme and specialist resourced provision.

A well-qualified and experienced team of 34 teachers, mostly recruited from the UK, provide a ratio of, on average, one teacher to every 14 pupils. Pupils' learning is supported further by 11 learning support assistants. A team of 11 administrative and security staff help the school to run smoothly.

Children in the foundation stage follow the early years foundation stage curriculum and pupils in Years 1 to 9 study the national curriculum for England, with new assessments introduced last year. A forest school programme, the recent addition of French as a third language and a wide range of sporting, creative and academic after-school and community activities enhance the curriculum. The school is licenced by the Thai ministry of education and regulated by the Thai Ministry of Education's Office for National Education Standards and Quality Assessment (ONESQA). Thai teachers use the St Andrews International Schools Thai curriculum framework, which is based on OPEC Thai language and culture guidelines for international schools.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by a team of three Education Development Trust inspectors. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to a wealth of information about the school prior to the inspection. During three days, the team observed 36 lessons, one of which was conducted jointly with a member of the senior leadership team. Inspectors held 23 meetings during which discussions with staff, pupils, parents and governors took place. Inspectors scrutinised pupils' work and school documents and generally observed the school at work.

Evaluation of the school

St Andrews Samakee International School is an outstanding school. It provides an outstanding quality of education for all of its pupils and meets the standards for British Schools Overseas. It shows excellent capacity for further improvement.

Almost all pupils speak **English** as an additional language. Children arrive in the early years with skills in English language and communication that are usually well below those typical for their age. Expert teaching and a strong initial focus on improving speaking and listening skills develop children's fluency and confidence and enable them to become more proficient at reading and writing. They make outstanding progress and, by the end of Reception Year, a large majority achieve the early learning goal in reading, and a majority in writing.

Excellent progress continues in the primary phase for all groups of pupils. Year 2 pupils identify accurately key vocabulary and ideas from text and write a recount effectively. Year 5 pupils use technology very well to research information and incorporate this successfully into a biography. At the end of key stages 1 and 2, standards in reading and writing are above age-related expectations.

In key stage 3, all groups of pupils make outstanding progress. They read increasingly complex material and their writing skills improve strongly. Year 9 pupils show great skill in analysing key language and meaning in the opening of 'Great Expectations'. Standards in English at the end of key stage 3 are well above age-related expectations.

Pupils' progress in **mathematics** is outstanding in all phases and for all groups of pupils. Their attainment is well above age-related expectations by the end of early years and key stage 3, and above in key stages 1 and 2. Pupils' performance in internal examinations is often high, including where it is possible to make international comparisons. Several pupils in both Years 8 and 9 have successfully taken the mathematics International General Certificate of Secondary Education examination (IGCSE) two or more years early, with excellent results.

In the early years, children quickly develop their mathematical skills. By the end of the early years, most children are counting competently to at least 20 and can identify missing numbers in a sequence. They show a good grasp of equivalence and of shape and measure. They compare quantities of liquids in their water play using excellent mathematical terms.

By the time pupils reach the end of the primary phase, they are adept at solving word problems using their knowledge of statistics well and they enjoy the challenge. They develop their calculation skills to a high standard and learn to use them with alacrity.

Pupils in key stage 3 continue to make outstanding progress. By the end of Year 9, many pupils are working at a greater depth than found within the expected levels. They undertake tasks involving, for example, trigonometry including Pythagoras theorem with a strong understanding of the algebraic notation and equations involved. Most pupils at all stages have a good capability to review and improve their own work.

In **science** throughout the early years and to Year 2, children and pupils make excellent progress in their scientific understanding of the world. High levels of understanding are possible because science is evident throughout the continuous provision and also in integrated sessions, many of which happen in the Teepee farm. Children and pupils explore freely, ask questions and learn through real-life discovery and being curious.

In the middle school, pupils make good progress in their scientific understanding to reach standards that are typical for their age. The rapid rates of progress, seen in earlier years, slow because pupils do not have the same regular exposure to science investigation. Pupils' work shows that they use investigation skills to, for example, explore the hardness of rocks. In Year 4, when students begin to use effectively scientific method, they understand how solids can change state through melting. In Year 6, pupils study sex and relationships education in an extremely sensitive and sensible manner.

In key stage 3, pupils make good progress throughout the key stage, reaching standards broadly in line with those expected for their age. By Year 9, pupils carry out experiments on magnesium and hydrochloric acid loss of mass, in the context of the reliability and accuracy of data.

Across the school, pupils who have special educational needs and/or disabilities are supported extremely well in science to make progress from their starting points in line with other pupils.

Pupils' progress in **information and communication technology (ICT)** and **computing** and in **other subjects** is outstanding throughout the school. Standards are at least above average and are outstanding by the end of early years and key stage 3. Children in the early years make very good use of computers to find out more about their world, such as the life of dinosaurs, and to develop their early reading, writing, mathematical and creative skills. Children's physical, creative, personal, social and emotional skills are developed exceptionally well through innovative and exciting continuous provision both inside and outdoors. Of note are the superb singing and music sessions in which children participate wholeheartedly.

Pupils' knowledge, skills and understanding of ICT and computer systems are developed well throughout the primary phase and pupils make excellent progress from their different starting points. In the primary phase, pupils are skilled at using a range of exciting applications, including those that introduce them to the language of programming. Throughout key stage 3, pupils use a wide range of multi-media presentation skills and use their programming skills to create mobile applications and complex video presentations.

Across the school, in all subjects, pupils develop high quality skills to research and interrogate the internet for projects in art, geography, history and science. All other subjects are taught very well, including sex and relationships education which sensitively address all aspects of sexuality. Pupils are given a wide range of choice within many subjects and particularly the integrated sessions in Years 1 and 2, where visits to the farm are also an option. 'Go on your own' (GOYO) is a feature of many sessions for younger pupils to encourage independence.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding. Even so, the science curriculum in the middle school requires development to match the frequency and high quality of scientific skills' development in other phases of the school (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during May 2018, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets all the requirements of the standard. The **curriculum** is outstanding throughout the school. It meets the requirements of the framework for the early years foundation stage and the national curriculum for England for primary and key stage 3. The school's curriculum is strongly British in character and the style of teaching reflects that found in schools in the UK. The pupils are therefore suitably prepared to enter or re-enter the British school system at an appropriate age group. Teachers clearly map and show how they embed and promote British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Examples include voting systems and responding to

difficulties and conflicts through a range of appropriate books in early years. Working as groups, following rules, allowing all to make their own choices and how these will affect people and understanding diversity are threaded throughout most activities and learning in the primary and secondary phases of the school. Students clearly display these attributes in all that they do.

The staff work very closely as a team to ensure that pupils make smooth progress as they move through the school. There is a very strong focus on helping pupils build on their previous learning and develop the skills and knowledge they need to achieve well in their future education. In science, this is less evident because pupils in the middle school do not have the same regular exposure to science throughout the year. The school is already considering how to improve the frequency and depth of science skills within the curriculum for these pupils so that it matches the high quality in other areas of the school.

All staff see themselves as teachers of English skills. They make very good use of a wide range of strategies to help pupils build their speaking, reading and writing abilities. For example, in mathematics, the teacher asks quick-fire questions and expects full sentence answers in response. In art lessons in key stage 3, pupils give detailed descriptions of the designs using a full and well-considered vocabulary.

The school is fully inclusive. For example, they take strong steps in every lesson to ensure the needs of those who have special educational needs and/or disabilities are met fully. They give equal consideration to the needs of the most able pupils and those with a gift or a talent.

The school makes outstanding use of the specialist skills of speech and physical therapists to address a wide range of pupils' needs in the inclusion centre. Teachers are consistently aware of the needs of the high proportion of pupils who speak English as an additional language. There are rigorous procedures to ensure that the pupils' needs are assessed very accurately when they first join the school at whatever age. The school also provides high quality support in the pupils' own language when the teacher feels that is necessary.

The school offers an excellent range of services to help pupils make decisions about their future education when they move on to further secondary education.

The school makes use of many visitors from different professions and occupations through the personal, social and health education curriculum to introduce pupils to the world of work and to raise their aspirations. Senior staff and the school's counselling team carefully tailor the guidance and advice they offer to help pupils make appropriate decisions.

Leaders and staff are extremely successful in developing a tolerance, patience and understanding towards others among all members of the school's community. Leaders fulfil their responsibilities in ensuring that all of the BSO standards, including all the requirements of the Equalities Act (2010), are met consistently.

A very good range of additional provision enriches the lives and learning of the pupils. For example, visits from high achieving adults, such as Olympic athletes, contribute to pupils' aspirations and sense of purpose. Pupils throughout the school experience residential visits promoting many aspects of their personal and social skills. The on-site farm, tree house and forest school not only nurture pupils' sense of adventure and independence, but also raise their awareness of caring for other living creatures, including the pigs, ducks, goat, rabbit and tortoises. Pupils have many opportunities to enjoy diverse and exciting extra-curricular activities throughout the school year. All teachers run clubs based on their strengths and interests and the school offers specialist support in many aspects of art, music and sporting skills. The school is very successful in local and national tournaments.

The quality of **teaching, learning and assessment** is outstanding in all phases. Teachers consistently provide different levels of challenge and questioning that are very closely matched to pupils' individual needs and abilities. Teachers work hard, have high expectations for their pupils to succeed and are excellent role models.

Pupils learn within a purposeful and vibrant learning environment that engages their interest. For example, in the early years children dig, roll and ride vehicles on the many different play surfaces and sand pits. Small class sizes help teachers to provide sustained attention to individuals; lessons move at a brisk pace.

Teachers apply their expert subject knowledge most effectively; they provide high quality, clear explanations and challenging questions that strongly support pupils' development, understanding and progress. Additional classroom staff, including teaching and learning assistants, make a significant contribution to all aspects of pupils' learning.

Relationships are a significant strength throughout the school and underpin the high quality of teaching and learning. The excellent induction procedures ensure the children in the early years get off to a flying start and their needs are thoroughly understood by all staff. Staff are excellent role models for pupils. They encourage them to be positive and aspirational. As a consequence, pupils rise to challenges such as developing complex group balance sequences in physical education or performing in dramatic and musical presentations for parents and others.

The use of technology is integrated very effectively into teaching and learning. Teachers bring lessons to life through high quality multimedia slides, interactive challenges and videos. Pupils make very effective use of individual learning programmes and internet investigations to strengthen their skills in reading, writing and mathematics throughout the school. They are also successfully encouraged to make use of their excellent computing skills to produce high quality presentations in extended projects such as for art and design and history.

Support for pupils who have special educational needs and/or disabilities is targeted exceptionally well through specialist support and in-class guidance that helps these pupils to make rapid progress. Excellent use is made of the inclusion centre to provide a range of therapies and specialist activities. They enable these pupils to take a full part in the school curriculum and equip them strongly with skills for an independent life.

Throughout the school, there is a very sharp focus on developing pupils' investigative and problem-solving skills, not just on memorising facts. Teachers provide a wide range of interesting activities that promote pupils' ability to work independently and in groups. They create purposeful, challenging and enjoyable learning environments.

Teachers' skilful questioning clarifies understanding and extends pupils' learning. Lessons are planned to be relevant and enriching to pupils' lives. Teachers place the highest priority on developing pupils as inquisitive, self-motivated and collaborative learners. This starts from the early years when all children are Achievesaurus dinosaurs including Tryasaurus and Thinkasaurus. This approach is reflected further in the staff's promotion of the Samakee seven key values or 'ivalues' that run through the school.

Teachers implement a very wide range of assessment strategies. These inform detailed lesson plans and precise learning objectives. Within early years, teachers undertake a rigorous and accurate baseline assessment of children's initial skills that enables thorough and precise tracking of their subsequent progress. Assessment is linked directly to planning objectives for learning that are both teacher-led and initiated by pupils. Teachers use a variety of innovative

methods to assess pupils in a sensitive, ongoing way to track carefully how they are progressing. Pupils are encouraged to assess their own performance and work with peers to assess what they have achieved in lessons. The school's marking policy is very clear, and heads of department rigorously monitor its implementation. They undertake 'book trawls' to check the quality of written feedback and the guidance given to pupils on how to improve their work. Marking of pupils' work is meticulous and includes precise feedback which the pupils value.

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

The school meets the requirements of the standard. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils thrive in the school and become highly confident, independent, resilient and caring learners who are not afraid to take risks. They are encouraged to talk openly about their feelings, and to consider the feelings of others. The school actively and successfully promotes the Samakee seven key values encouraging pupils to be inquisitive, individual, international, imaginative, inspired, innovative and intrepid.

In lessons, pupils show high levels of enjoyment in their learning. They concentrate well and always try to do their best because of their pride, commitment and positive attitudes to learning. Behaviour is almost always exemplary, both in lessons and around the school. Pupils are extremely polite and cooperative. On the very rare occasions that behaviour falls below the school's high expectations, it is addressed sympathetically, positively and effectively. The school uses rewards successfully to further encourage good behaviour.

Relationships between pupils are very strong, and they collaborate very well in both work and play. Pupils have a strong awareness of what is right and wrong and understand the consequences of any misdemeanours. Consequently, they are self-disciplined, respectful, mature and listen well to each other, and are supportive of anyone in need, including those who have special educational needs and/or disabilities. Pupils show kindness to each other and excellent relationships in the play areas reflect these qualities. They are further emphasised by special events such as 'random acts of kindness' weeks.

There is a wide range of opportunities for pupils to take and demonstrate responsibility, and they make a significant contribution to the life of the school. There is a very active school council, which considers and makes recommendations on a wide range of issues. For example, they have recently suggested that the names of the school houses should be reconsidered to include a female name. This reflects pupils' concern for equal opportunities. Pupils understand the need for democracy in their school and in society and the need to elect different pupils to share responsibility posts. Pupils show responsibility in other areas such as the eco-warriors and in helping to set up and run the school farm. Early years children show great independence and responsibility in selecting and serving their own food and drinks at snack times and when clearing up any spills.

Pupils show a strong commitment to those who are less fortunate than themselves. For example, key stage 2 pupils recently took part in 'box challenge'. This was run very successfully by pupils and led by the house captains to raise money for a community charity of their choice.

Pupils have a clear sense of moral duty and respect the dignity of all individuals and groups of people. Extreme views and discrimination are not tolerated including partisan political views.

Pupils are compassionate and develop a strong commitment from an early age to show tolerance for all, irrespective of any differences. The school promotes the fundamental British rules of democracy through its ethos. It promotes very successfully the protected characteristics of the Equalities Act (2010). Books and personal, social and health education lessons address openly issues such as the structure of different family groups. Pupils' strong sense of giving to the community shows strongly in their commitment to preserving the environment. This permeates the school and there is a positive commitment to reusing and recycling. This is particularly evident in the school farm where environmental mindfulness is prominent and is developed successfully.

The curriculum develops pupils' cultural and spiritual understanding very well. Pupils have opportunities to sing, play instruments, perform, paint, make models and create handicrafts. Boys and girls take part equally in the broad range of activities. Pupils have a strong understanding of diversity and different cultures, and these are emphasised in events such as the forthcoming international week. They know which religions and cultures celebrate which festivals and they enjoy marking these together. Pupils can explain key aspects of British society due to the celebration of key events such as Remembrance Day and the forthcoming royal wedding. As a result, they are developing their knowledge of the structure of the royal family, including the Queen's role in Britain.

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

The school meets the requirements of the standard. The school's arrangements and provision for the welfare, health and safety of pupils are outstanding and highly effective. Consequently, pupils feel extremely safe and cared for very well in school. Pupils enjoy coming to school. Attendance is high and almost all pupils are punctual to school in the mornings and move promptly and sensibly to their lessons.

The school is highly inclusive and extremely nurturing. Relationships between staff and pupils are very strong and productive. New pupils settle quickly in the friendly and cooperative atmosphere. They quickly gain in confidence through the mutual support of peers. The positive reinforcement received from teachers helps develop their self-esteem, maturity and sense of personal worth. Pupils are known exceptionally well as individuals, and the school's provision is tailored to meet their varying needs, so pupils are encouraged to develop their individual strengths. One pupil said that 'the school allows and encourages us to be ourselves and to be different.'

The coordinated support network offered by the school is extremely strong. Pupils say that they know who to turn to if they are facing problems or having difficulty. They are confident that they will be listened to and any issues addressed. The promotion of ideals of friendship and cooperation actively prevent issues of bullying. This is very rare but, if it happens, bullying is dealt with quickly, appropriately and sensitively. As a result, pupils feel very safe and secure in the school, and both pupils and parents comment on the school's harmonious and inclusive nature.

Excellent support is provided for pupils who have special educational needs and/or disabilities, those who speak English as an additional language and any pupils facing problems or difficulties. This happens very effectively in school through the work of teachers, learning support and guidance staff, and the school nurses. Staff maintain a constant watching brief and are alert to any pupil who might need support. There are also very strong partnership links with outside

institutions and agencies such as the Merak clinic, which provide intensive support via specialist therapists.

There is a clear and successful commitment to leading a healthy lifestyle, including both physical and mental health. There is a strong emphasis on healthy eating, and this is evident in the food provided in the canteen. Pupils benefit from a range of physical activities as part of the curriculum, during break times and in extra-curricular activities.

The school's safeguarding and child protection policies are comprehensive and applied rigorously, conforming to the best of UK practices and those of Thailand. Any incidents or concerns are handled appropriately and, if necessary, with the support of external agencies and partners. All staff are trained regularly and suitably and any new members are guided through the school's approach as part of their induction. The school ensures that externally employed and contractors' staff are suitably checked.

The school works assiduously and successfully to ensure pupils' safety. School leaders ensure that all activities are appropriately assessed for risk, through very rigorous risk assessment policies and procedures. They check that matters relating to health and safety meet all requirements and are routinely reviewed. The school site is very secure. Robust systems control entry. All staff and visitors have to show identification and pass through manned barriers, and the site is suitably monitored by surveillance cameras. Stringent fire regulations are met, reflecting those in the UK, with regular evacuations held to test procedures. A lockdown procedure has been introduced recently to ensure that pupils remain safe from severe weather and intrusion.

Standard 4. The suitability of the proprietor and staff

The school meets all the requirements of the standard. Recruitment procedures are of the highest standard, ensuring the suitability of staff to work with children. All the required checks are in place and confirm that employed staff are not barred from regulated activity relating to children, in accordance with the Safeguarding Vulnerable Groups Act 2006. All checks relating to the right to work in Thailand, the person's identity and medical fitness are in place prior to confirming an appointment and the issuing of visas and work permits. These rigorous checks are also in place for the proprietor and board of directors. Locally recruited staff are thoroughly police checked.

Standard 5. The premises and accommodation

The school meets the requirements of the standard. The premises provide a wealth of enriching opportunities for all ages. The school has worked hard to constantly update and enrich its accommodation to provide high quality learning opportunities for all its pupils. They provide rooms which are extremely well matched to the needs of different subjects and enable staff to provide the highest quality of teaching.

The site is safe and secure with electronic access and well-trained security staff caring for pupils at all times. There are designated areas for each phase of the school. Children, at the start of their learning in the early years, are stimulated by the imaginative use of the large integrated classrooms and extensive outdoor areas.

There are specialist areas for subjects such as music, drama, art, physical education and science, all of which have a very positive impact on pupils' learning experiences. The indoor and outdoor sports facilities and swimming pool enhance pupils' participation in an exciting range of sports and physical education activities. Pupils, especially those in key stage 3, also have regular access to good quality off-site provision to meet their physical development and sporting needs.

The school is resourced well and is very well equipped to support its strong, inclusive vision for all pupils. For example, there are well-arranged ramps and lifts to allow full access for pupils using wheelchairs. There are two very well stocked libraries with books reflecting many different subjects and interests, including books in different languages represented in the school. Pupils have regular access to modern technology, such as tablet computers and video equipment, which contribute strongly to their successful learning. Classrooms are well maintained and almost all learning spaces are air conditioned.

The new inclusion centre makes outstanding provision for pupils who have special educational and/or disabilities and a wide range of additional needs. Pupils have the privacy and space they need to benefit fully from the high level of specialist support the school offers. The overall impact of these resources on pupils' learning and progress is extremely positive.

Pupils' learning is significantly enhanced by the Teepee Farm base. Pupils experience many aspects of nature at first hand, including the opportunity to care for a range of animals, as well as to grow and nurture many different plants.

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

The school meets the requirements of the standard. The provision of information for parents, carers and others is outstanding. A variety of communication systems keep parents fully informed about their child's education and all that is happening in the school. The school's website is comprehensive and provides a range of easily accessible information concerning all aspects of school life. This includes basic information, contact details, admission arrangements, policies, procedures, events and news. In addition, there is a wide range of methods to provide further information, including newsletters, emails, text messaging, and social media, parent and carer information meetings.

Parents receive regular and detailed reports and updates about their child's progress, both formally and informally. Formal reports are issued twice a year, and there are three parent-teacher consultations annually. In addition, parents receive and can access information about their child's education and progress through a variety of online systems including the parent portal and a virtual learning environment. Some of these enable two-way communication and allow parents, pupils and staff to share information and content, including assignments and homework, feedback and messages. These systems are widely and increasingly used, and are very popular with parents.

Headteacher forums have proved to be a particularly productive method of communication. For example, following one forum in 2017 and feedback from other areas, a one-stop support workshop was created to meet parent requests for a variety of workshops. This allowed parents to speak to specialist staff about a range of topics including academic and pastoral issues. In

addition, the school has run workshops on specialist topics such as keeping children safe on the internet. Such workshops have been attended very well and welcomed by parents.

Parents say that they are extremely well informed about all that is happening in the school, and the progress their children are making. They report that the school and staff are open and very accessible, and that the school responds very effectively to all reasonable requests for information, and any concerns they may have. They feel that they are listened to and that their views are taken into account. As a result, they feel part of the school community and say that the school works very well in partnership with parents to help their child's education.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standard. The complaints' policy is available on the school's website and is clear when the next review will take place. Parents are aware of it and confirm that procedures are clear. Formal procedures for complaint are set out in stages, in the context of the interests of the child being above all other issues. Most issues are dealt with swiftly and informally by classteachers or phase leaders. If parents are not satisfied with the informal response, then it is treated as a formal complaint and dealt with by the board of directors. There have been no such complaints.

Standard 8. Leadership and management of the school

The school meets the requirements of the standard. The quality of leadership and management throughout the school is outstanding. The headteacher provides a very clear vision to create independent, confident and lifelong learners. Her success is evident in pupils of all ages, abilities and needs who thrive in this nurturing environment. Highly effective leaders work exceptionally well as teams across the school. Leadership in the early years is outstanding and helps children make rapid progress in all areas of their development. All leaders use their initiative, and are constantly reflective. Their commitment to excellence and improving pupils' experiences is admirable. All staff embrace this ethos because it is so well demonstrated by the headteacher. She is a superb role model for tolerance and respect. Staff morale is therefore very high and their enjoyment in working in Samakee is palpable. This is even more exceptional because many of the staff are new to the school this year.

Senior leaders meet regularly and are a cohesive team. They have a very clear big picture of the school because they discuss all issues from different phases points of view. In turn, this supports transition and also helps to manage pastoral needs. They are successful in driving the school forward with Samakee values at the core and have excellent capacity for further improvement.

The board of directors, with the headteacher and head of early years as part of the board, set the strategic vision for the school. It has clear financial policies, ensures the school operates legally, promotes equality and tackles discrimination and that safeguarding procedures are highly effective. Its recruitment procedures are extremely successful in appointing mostly UK-trained, highly competent teachers. The responsibilities of the board and the school's leadership are well understood as being separate, while operating always in the best interests of the pupils.

Self-evaluation is extremely thorough, accurate and based on analysis of a wealth of reliable data and the views of all stakeholders. This informs whole-school improvement planning.

Leaders at all levels are responsible for action planning based on their own ongoing self-evaluation. Constant review and updating clearly ensures these are fit for purpose and useful working documents. Leaders know their school exceptionally well. The headteacher holds regular headteacher forums to discuss issues and listen to the views of parents. As a result, there are fewer recurring issues raised.

The school is highly committed to the continuing professional development of all staff. It offers a wide range of in-house and external courses to meet the needs of the school's priorities and individual staff needs. It has been particularly successful in training support teachers whose expertise in encouraging and extending learning is clearly evident. High-quality induction helps new teachers settle quickly. Staff appraisal is rigorous and supportive and holds all staff and leaders to account. The headteacher is currently investigating how she will be held more formally accountable to the board than at present.

Outstanding leaders of the school, at all levels, fulfil their responsibilities in ensuring the standards for British schools overseas are consistently met; they nurture, inspire and care for every one of their superb pupils. As an inclusive school, Samakee promotes equality, tackles discrimination and embraces diversity, which contributes to the extremely caring atmosphere wherein pupils are happy and highly successful.

Compliance with regulatory requirements

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

What the school could do to improve further

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

Develop further the science curriculum, particularly in the middle school, to match the frequency and high quality of scientific skills' development in other phases of the school.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

	n/a			
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school	St Andrews Samakee International School
Type of school	Independent, privately owned, co-educational school
Date school opened	2000
Age range of pupils	1-14
Gender of pupils	Mixed
Number on roll (full-time pupils)	236
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	581,200 Baht
Annual fees (boarders)	n/a
Address of school	43 Soi Taiwanond 48, Nonthaburi 11000
Telephone number	0 2952 4003
Email address	samakee@standrews-samakee.com
Headteacher	Monica Sudhirak
Proprietor	Monica Sudhirak

GLOSSARY

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

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

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

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

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

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

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

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

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

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

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

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

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

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

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

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

Standards –

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

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

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

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

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

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

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