

St Andrews Samakee International School

ISQM Accreditation Report

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Date of visit: 22 to 24 May 2023
Date report published: 27 July 2023

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) verification 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. It visited 48 lessons. There were 24 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 Samakee International School is a privately owned, co-educational, inclusive school. It is located in the Nonthaburi District in Bangkok. The school opened in 2000 and has grown to its current size. There are currently 152 students on roll aged one to 14 years, fewer than prior to the pandemic, but numbers are recovering slowly. It is smaller than similar schools.

Students come from 24 different countries and speak 11 languages, with the majority of students being Thai. Almost all students use English as a second or third language (EAL) but just 32 need extra support to give them access to the curriculum. There are 23 students identified as having special educational needs and/or disabilities (SEND) and 17 have a learning-support assistant (LSA) to help them in class. Three students receive their education in the inclusion centre because their urgent needs mean they are unable to join mainstream classes. Students with SEND receive structured support overseen by the inclusion leader and therapists from the Merak clinic.

Students in the early years follow the English early years curriculum (EYFS) with a focus on play-based learning (PBL) following students' interests. In key stages 1 to 3 students follow the English national curriculum with an international perspective. In key stage 1 students continue to learn through enquiry-based learning (EBL).

Throughout the COVID-19 pandemic, Samakee remained reflective and proactive in providing students with the best possible online provision. Teachers and support staff worked together to implement a well-planned and well-sequenced curriculum for all students. When students returned to school after periods of online learning the school prioritised well-being and social-emotional needs as well as addressing teaching and learning gaps created by the school's closure. Throughout the pandemic, the school worked closely with governors and parents and followed local public-health advice and the strict expectations of the Thai Ministry of Education.

Report summary

Accreditation status

St Andrews Samakee International School is recognised as having met the required standards for accreditation.

The school has been awarded the Education Development Trust ISQM at **Gold level**, which reflects the **Outstanding judgements** described in this report.

This accreditation is valid from **24 May 2023 to 24 May 2028**.

Overview of main strengths and areas for development

Report Headlines

Highlights

- St Andrews Samakee International School is an outstanding school and provides an outstanding quality of education for students aged one to 14 years.
- Attainment and progress in all subjects are outstanding including for those with SEND and EAL.
- Samakee International School is a highly inclusive school that helps students become inquisitive, independent, self-confident learners. Students are happy to come to school.
- Teachers prepare very purposeful lessons to meet the individual needs of students.
- Formal assessments allow monitoring of the impact of the curriculum and its implementation. Leaders are exploring the benefits of external testing in some subjects so that comparative judgments are available.
- The curriculum is broad and balanced and fully meets the requirements of England's EYFS and the national curriculum for England at key stages 1, 2 and 3. The quality and wide range of cross-curricular learning in the core subjects enable students to make links and develop their critical thinking.
- The school recruits staff that will be a fit for the Samakee ethos. The school's campus facilities and resources are well maintained and suitable for purpose, providing a rich environment for learning.
- The outstanding care and support for every individual child allow everyone to thrive, both academically and personally.
- Robust safeguarding procedures are in place.
- The quality of the communication between the school and parents encourages a very strong partnership. Parents are very happy with the school.
- Leaders' vision permeates all aspects of the school and is modelled expertly by them and by all staff. It is a highly inclusive school with an exceptionally nurturing ethos.

Recommended areas for development

Against a background of pupils' outstanding attainment and progress, school leaders are rightly exploring the benefits of external testing in some subjects. They should ensure that, where beneficial, effective arrangements are introduced to make comparative judgments in relation to pupils' overall attainment. Any information gathered should contribute to the high ambition for all pupils at the school.

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

- In English attainment and progress are outstanding across the school, including for those with SEND and EAL.
- In mathematics, students across the school make outstanding progress, reaching high standards of attainment, above international averages at every age group.
- Attainment and progress as seen in student's books and in lessons, in science are outstanding across all phases of the school, but particularly in the early years.
- The use of technology and understanding of programming and coding are highly developed across the school. Most students use technology in all areas of the curriculum to great effect.
- Students make excellent progress in a range of other subjects across the curriculum. Cross-curricular links planned by teachers allow students to make meaningful connections across subjects.

In **English**, attainment and progress are outstanding across the school, including for those with SEND and EAL. Students start with low or no English language skills on entry but make excellent progress in communication and language development.

In early years, students learn in an environment rich with language, with a focus on extending vocabulary and practising speech. They are constantly exposed to

language through adult modelling as they play, following their own interests and building on relationships skills.

By the end of Year 1, the proportion of students who reach the expected standard in their phonics skills is in line with the UK 2021/22 average. This is a good start to help them read and write with more confidence, and their fluency increases as they progress through the school.

By the end of key stage 1, students are motivated to read for pleasure. They are confident in proof-reading, checking for errors in spelling, grammar and punctuation. They draw on new vocabulary from their reading and discussions with ease. In a Year 2 class, students built their phonics skills as they determined the missing letter in words. They could spot the missing words and were able to develop their sentence-level skills.

By the end of key stage 2, most students can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and can identify how language, structure and presentation contribute to meaning. In a Year 6 class, students could identify key quotes which describe the character in the extract and explain what the quotes show in detail.

By the end of key stage 3, most students can read confidently and critically, knowing how language functions, including the use of figurative language and choice of vocabulary. In a Year 9 class, students were able to analyse the language with confidence and discuss language techniques when analysing Dickens's description of the protagonist, Scrooge.

In **mathematics**, students across the school make outstanding progress, reaching high standards of attainment.

Students in early years make outstanding progress, even though most are EAL learners. Teachers incorporate shape and measurement into teaching, but there remains a clear focus on number. For example, Reception students found how many more jumps the astronaut needed to make to return to the rocket.

In key stage 1, students develop problem-solving and reasoning skills and acquire strong number-pattern recognition. For example, in Year 2 they take an understood number bond like $9 + 1 = 10$ and use it to solve related problems like $90 + ? = 100$.

In key stage 2, students use investigative and enquiry skills to develop knowledge and understanding. They combined learning in number with new learning in other areas, such as Year 3 using understanding of perimeter to win 'prizes' in UK money if their perimeter was accurate. They calculated the prize values correctly. The latest

benchmarking data shows that students' attainment in mathematics by the end of the key stage is generally above UK average standards.

Key stage 3 students continue to progress rapidly. Investigative and research skills are developed as students work on increasingly more demanding multi-step problems. In one Year 9 lesson, students researched eight circle theorems, then in the next presented the theorems to the class. They were then expected, to apply those theorems to a series of geometry problems. Benchmarking and internal assessment again demonstrate both significant year-on-year progress and attainment above national norms.

Attainment and progress in **science** are outstanding across all phases of the school.

Science is particularly strong in the early years. The percentage of students achieving England age-related expectations last year was well above UK averages. Science learning activities such as making lava lamps and volcanoes ensure students' constant immersion in the subject. They have the freedom to follow their interests so when they bring in caterpillars and tadpoles, teachers seize the opportunity to discuss life cycles. The farm allows students in the early years and key stage 1 to learn through nature on a very regular basis. They plant seeds regularly, play in the mud kitchen and prepare the food for the animals. The projects club after school is well attended by early years students, who are very enthused and engaged. They choose experiments such as cloud dough making and magic milk and generally explore.

Last year attainment improved on the previous two years, which were disrupted by online learning in key stages 1, 2 and 3. Science was the highest attaining of all core subjects last year. Students, including those with SEND and/or EAL, make at least good progress overall, but students can often perform better in one topic than another. In Years 4 and 5 students researched the life cycle of animals, first thinking about what they already knew. In Year 7, students could describe how sounds move through materials and in Year 8 they understood how the position of the sun causes day and night and how the tilt of the earth's axis explained the different seasons.

Science week really engages students in science competitions and experiments. They focus on using scientific method to answer the questions posed.

In **computing**, students across the school make outstanding progress and achieve very well by the end of Year 9. These results have been reasonably consistent for the past three years. The use of technology has improved due to the extra time spent online. Students have learnt new skills and become more competent in its use.

Teachers' confidence has also grown in planning learning activities across the curriculum, using new applications, websites and resources available.

In early years students use programmable toys linked to maps. They use QR codes to find out more about a topic and use tablets to do guided research or to answer questions they have. Adults plan the resources available based on the students' interests. They use these competently.

In key stage 1 students use technology freely in their EBL sessions and teachers ensure that all students make use of the technology. In key stage 2 students use programming applications competently and evaluate one another's work. They use tablets for research and educational games, for example in mathematics.

From Year 6 onwards students learn computer science and become confident in coding. They can use the language of coding to build their own interactive spaces.

All students are taught e-safety at an age-appropriate level every year. The school network has appropriate firewalls in place.

Students make at least good progress to achieve high standards in a range of **other subjects** across the curriculum. In addition to the core subjects, students follow a personal, social and health education (PSHE) programme, study humanities, Spanish, music and art and do physical education and swimming. They leave the school well prepared for the next stage in their education.

During the inspection students in key stage 2 were preparing for a musical production of The Jungle Book. They showed high levels of confidence in their singing and performance. Year 7 students particularly enjoyed making miniature food items from modelling clay in art, which were very convincing.

The school monitors the progress of individuals from their respective starting points to ensure that all reach their potential.

Standard 2: Students' personal development

Highlights and Recommendations

- Samakee International School is a highly inclusive school that helps students become inquisitive, independent, self-confident learners.
- Students are very happy to be at school and as a result, attendance continues to be very good.
- Students look out for each other and support their peers very well. They are kind and responsible.

- The seven Samakee school values impact positively on students' well-being and social and emotional needs.
- Students thrive by taking responsibility and contributing to community life.
- The appreciation of other cultural traditions is strong.

Students' personal development is outstanding.

Samakee International School is a highly inclusive school that helps students become inquisitive, independent, self-confident learners in an environment that has been specifically designed to meet their individual needs. Students practise the school's seven key values of inquisitiveness, individuality, internationalism, imagination, inspiration, innovation and intrepidity in their daily lives. They are confident and self-assured and work hard. They are very happy to be at school and as a result attendance continues to be very good, currently at 96%, which is above post-pandemic averages for England.

The school offers a safe and supportive environment in which students fully respect one another and staff. Relationships are strong and based on mutual trust. Students take care of each other and support their peers very well. They are kind and responsible. The school has placed a strong focus on PSHE and emphasis on celebrating positive attitudes and behaviour. Students learn to reflect on their actions. Restorative practice encourages them to be accountable for their behaviour and actions. This contributes to their exemplary behaviour and attitudes to learning because they make the 'right decisions'. A highly effective behaviour policy enables them to have a clear understanding of right and wrong. House points celebrate their positive efforts, contributions and achievements.

School leaders and staff are highly ambitious for their students. They address their well-being and social and emotional needs by ensuring that they develop self-knowledge, self-esteem, and self-confidence. Students are encouraged to lead in assembly and recently a pupil confidently led an assembly on 'anxiety'. Students have a range of opportunities to build on their self-esteem through, for example, sports competitions and buddying for reading to younger students. Leaders make sure that boys and girls have equal access to all that the school offers.

Students learn to understand their impact on others. They explore how 'kindness is a superpower'. They make a kindness card for a friend, or for someone in their family or their class, to make the person feel good about themselves. As part of their ambassador responsibility, the 'library leads' host a reading-friendly drop-in for younger students in the library at lunchtime.

Students thrive by taking on responsibility and contributing to community life. They take care of the animals on the school farm, where environmental mindfulness remains prominent. All students continue to show their commitment to others less fortunate than themselves outside of the school. The Colour Run is a highly successful initiative where sponsored donations go to charities selected by the house captains, for example Einstein supports the Wild Animal Rescue Foundation, Nightingale the World Wildlife Fund and Shakespeare Operation Blessing.

Students say that they feel listened to by their teachers. There are regular monthly surveys about specific topics such as movie choice on movie night and sports in the curriculum. 'Ask the ambassadors' enables students to express their opinions and make suggestions. Students' voice also plays a key role in promoting equality and diversity. The 'Equality Club', founded by the students, increases not only an awareness, but most importantly an understanding of issues relating to equality through community events and presentations.

British values are at the heart of the school and students acquire a very good understanding of them. The school encourages students to respect democracy and participate in the democratic process. Students have freedom of speech and there are plenty of opportunities for them to air their views through informal and formal channels such as surveys and students' voice. In Thai, students learn about civil law and voting in elections. They agree their class rules and charter and the rights associated with these. All students contribute to the drawing up of the charter.

There is a wide range of British, Thai and international cultural events to celebrate. These include Shrove Tuesday, International Day, Chinese New Year, Yo Say 'Frida' Day and Tu Bishvat. Other special events include Lesbian, Gay, Bisexual and Transgender History Month, World Down Syndrome Day, World Autism Awareness Day and Anti-Bullying Week.

Standard 3: Teaching and learning

Highlights and Recommendations

- Teachers prepare and plan very purposeful lessons.
- A wide range of methodologies is used with appropriate resources.
- Teachers have excellent subject knowledge.
- Teachers prepare work at different levels to allow all students access to the curriculum.

- Students work well both individually and in small groups.
- Students demonstrate strong enquiry, investigative and research skills.
- Teachers adjust their teaching in response to the quality of students' work.

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

Lessons are well planned and teachers use creative and stimulating resources to develop skills and understanding. As a result, lessons are engaging, usually varied and hold students' attention. Students at all ages have a significant level of choice in lessons, although teachers skilfully guide these choices to maximise their academic growth. For example, they ensure that students in PBL and EBL in EYFS and key stage 1 work on all the various 'stations' at some point during a unit. The needs of SEND and EAL students are very well catered for by class teachers, teaching assistants and LSAs.

Teachers have excellent subject knowledge and know their students well as individuals and as learners. Teachers' questioning effectively uses an appropriate mix of open and closed questions. Class conversations often engage students in extended discussions with the teacher or with their peers. Students are confident in asking their own questions. Teachers differentiate tasks allowing students of all abilities access to the curriculum, to select tasks that match their interests and to find success. Students often move between differentiated tasks as they search for the right balance of comfort and level of difficulty.

Students show enthusiasm and commitment in their learning. They work effectively both independently and in inclusive collaborative groups. They demonstrate skill in enquiry, investigation and research. For example, Year 9 humanities students used research skills to identify similarities and differences between the Great Plague of 1665 and the COVID-19 pandemic. They show self-motivation, independence and perseverance. Generally, they engage whole-heartedly in class activities. Consequently, lessons are orderly and productive and behaviour is exemplary. Mostly, students can recall and use prior learning in new contexts, even when this prior learning is from a different discipline.

Teachers are effective in monitoring their classes through formative assessment, adjusting their teaching in real time where necessary. Self- and peer-assessment is used appropriately and students routinely engage in reflection on their learning either in class or in their books. Teachers' feedback is thorough, thoughtful and helpful. Assessment information, both internal and, where available, external, is in one school-wide system. The available data is analysed well and used by leaders to modify the

curriculum and by teachers to adjust their planning. In mathematics and reading, leaders use standardised benchmark testing to compare pupils' attainment with international standards. This informs planning for improvement. Against a background of outstanding attainment and progress, leaders are rightly exploring the benefits of introducing external testing in other subjects.

Teachers plan lessons to fit with year and phase themes and to dovetail with other academic subjects. They use varied resources and exploit a range of teaching methodologies. Learning is active, well-paced and often lively. Students are willing to participate in class discussions and contribute to the lessons. Almost all students engage in the lessons well and show commitment in their studies. Teachers provide students with useful feedback to help them to improve their work.

Standard 4: The curriculum

Highlights and Recommendations

- The quality of the curriculum is outstanding.
- The curriculum is broad and balanced and fully meets the requirements of EYFS and the national curriculum for England at key stages 1, 2 and 3.
- The curriculum offers rich, varied and highly engaging lessons and extra-curricular opportunities.
- 'Planning in the Moment' is highly effective during PBL in EYFS.
- The quality and wide range of cross-curricular learning in the core subjects enable students to develop their critical thinking.
- A broad range of daily extra-curricular activities enables students to explore further their personal interests and skills.
- A highly successful intervention programme enables SEND and EAL students to benefit from personalised interventions.
- Students support their local community very well.

The quality of the **curriculum** is outstanding.

The school's vision is to develop independent, confident, lifelong learners. The curriculum is broad and balanced and fully meets the requirements of EYFS and the national curriculum for England at key stages 1, 2 and 3. It consistently offers rich, varied and highly engaging lessons and extra-curricular opportunities.

Students have a two-hour Thai language lesson and one hour of Thai culture and history per week. The Thai culture-and-history programme uses the English

language. Those who do not attend the Thai language lesson have extra lessons in the core subjects.

In early years, the daily integrated sessions are exemplary, engaging the students through a wide variety of well-designed learning activities. These activities promote individual choice and independence across all areas of learning and meet the needs of the unique child.

In key stages 1, 2 and 3 the curriculum has been well adapted to meet the learning needs of students living and learning in Thailand and the local community. The school follows a thematic curriculum that fits alongside subject teaching in English, mathematics and computer science thereby allowing students to make relevant connections across all areas of their learning.

Students' learning is enriched through a wide and varied range of cross-curricular learning opportunities on the Samakee farm and in the 'Makerspaces' and 'Design Lab'. The school offers a rich, varied and extensive extra-curricular programme with 25 after-school clubs. These include board games, arts, music, biomedical engineering, robotics and sports, as well as day and residential trips and musical productions. These activities allow students to explore further their personal interests and skills and enrich their education beyond the statutory curriculum.

The curriculum fully prepares students for the transition to a UK school and includes help with interviews and application processes.

The curriculum is regularly reviewed and evaluated by subject teams to ensure that it meets the needs of all students including those with SEND or EAL and those who are most able. A highly successful intervention programme enables EAL students to benefit from personalised tutoring, additional classroom support or small-group work, strengthening their reading and writing skills.

There is a wide range of opportunities for students to learn about Britain and being British, with activities promoting democracy and tolerance such as house and Years 5 and 9 ambassador elections. Students study key aspects of British society in PSHE and in history. For example, in Year 7, students learn about the Equality Act 2010. The school celebrated Coronation Day and the Jubilee and marked its respect for the passing of Queen Elizabeth with an assembly and a book of condolences.

The school actively promotes respect for all people in line with the UK Equality Act 2010. However, because of Thai law, leaders are unable to meet fully the requirements of the Act in relation to civil partnership and gender reassignment. The school celebrates different cultures and beliefs on International Day, Diwali and Loy Krathong, for

example. Students show respect for one another and demonstrate empathy and tolerance for the values of others, including the protected characteristics of age, disability, beliefs, race and pregnancy and maternity. The curriculum promotes the Samakee seven key values, helping students to become inquisitive, independent, and self-confident learners.

Samakee's careers education programme includes professionals and alumni who come as guest speakers. The school has a strong link with 'Theera', a vocational-training centre that promotes independence and helps students gain skills, such as those required to work in a coffee shop, that will help them with employability in the future.

Students are frequently involved in supporting the local community, for example with the beach clean-up or by donating money to support causes such as Operation Smile'.

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

Highlights and Recommendations

- The school campus is secure with entrances and exits constantly monitored.
- The school recruits staff that match the Samakee ethos.
- Records are kept of all checks and references made for employees, volunteers, and outside agency staff.
- All teachers are well qualified and mostly UK trained.
- Premises and outdoor facilities are well maintained and suitable for purpose.
- The clinic is equipped to handle minor medical incidents and the school nurses manage student medication.
- Classrooms are large enough for the numbers of students, are well lit and all have digital projectors.

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

The school campus is secure with entrance to and exit from the site always monitored via electronic tags. Guards and senior leaders at the entrance ensure that morning drop-off and afternoon pick-up are safe.

Rigorous recruitment processes take place so that leaders are sure new staff will be a good fit for the ethos of Samakee. The school has put in place a fully compliant single central record which records all the required checks to ensure that staff are suitable to

work with students. These checks include professional qualifications, two references, police checks, medical checks and all visa requirements including the right to work in Thailand. The register includes volunteers and outsourced companies. All designated safeguarding leads (DSLs) and deputies have undertaken safer-recruitment and advanced safeguarding training and other staff have completed basic online training. Face-to-face training updates staff's knowledge and practice annually. Local staff such as security guards and maids receive training in Thai.

All teachers are well qualified for their role and most hold a British teaching qualification. Staff turnover is low this year with four new teachers recruited for the next academic year.

The premises offer indoor and outdoor physical education facilities, such as the swimming pool and outdoor play areas, including the farm, that are safe, well maintained and suitable for purpose. These outside facilities are shortly to be significantly enhanced through the building of a second swimming pool and an outdoor football pitch.

The school has sufficient toilets with associated washing facilities with hot and cold water. There are gender-specific toilets for older students. Changing rooms and showering facilities are adequate for use by all students, including those with specific needs.

The medical clinic can handle the examination and first-aid treatment of minor incidents. Beds are available for the short-term care of sick or injured students and the clinic has access to toilet and washing facilities. The nurse effectively manages medication for those who need it, including obtaining relevant parental permission.

Classrooms and common areas are large enough for the numbers of students and all have whiteboards and digital projectors. Plentiful play and educational resources are available for all age ranges and specialist resources and materials are available for academic subjects. These resources make learning accessible and promote progress. The quality of lighting and soundproofing in classrooms, other workspaces and corridors is good. Separate drinking-water, hand-washing and hand-sanitising stations are available at numerous locations across the campus.

All school facilities, buildings and equipment are well maintained.

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

Highlights and Recommendations

- The school has effective procedures for inducting new students into the school.
- Attendance and punctuality are excellent.
- Buildings and facilities are safe.
- Poor behaviour and bullying are very rare.
- All staff are fully trained in student safeguarding and understand their responsibilities.
- Students are taught how to look after themselves and how to make healthy lifestyle choices.
- The school conducts risk assessments for all events and trips and takes proactive measures to minimise risk.

The quality of care and support is outstanding across the school.

Students and their parents have a pre-enrolment visit with an allocated buddy and this same buddy helps them when they join. The school flexibly adjusts to new students' needs. For example a new early years child was allowed supervised play on school equipment after school when other students had left until they were comfortable enough to join in during the day. Open and regular communication occurs between the school and parents during the induction period.

The admissions register is up to date. Attendance matches UK averages for early years and key stage 1 and is above them for key stages 2 and 3. Students generally arrive punctually at school and lessons.

The school buildings and facilities provide a safe environment for staff and students. Fire-protection standards match UK requirements with equipment and alarms serviced regularly and evacuations practised at least termly. Staff model healthy lifestyles and encourage students similarly through lessons, tutor periods and assemblies. The positive-relationships policy sets the expectations for behaviour and these aspirations are almost always met. The few minor incidents of poor behaviour are rigorously logged with follow-up actions recorded. The anti-bullying policy is effective in minimising instances of bullying. Students have a good understanding of the anti-bullying message through effective teaching.

The DSL and her deputies, all advanced-safeguarding trained, ensure pupils' safeguarding through effective procedures complying with UK practices and

requirements. The fluent Thai-speaking DSL provides clear, appropriate training of Thai staff. There is a clear culture of safeguarding in all aspects of school life and all staff understand their responsibilities. Welfare is a shared responsibility of all staff, overseen by senior leadership. Both students and parents feel the school effectively safeguards students and provides effective academic and pastoral support.

The school conscientiously teaches students how to look after themselves. Examples from early years include training in crossing the road and sensible choices of self-service snacks. In key stages 1 and 2, examples include lessons on e-safety, caring for teeth and sessions on lifesaving and personal survival. PSHE in key stage 3 includes mental-health awareness week, 'Are you getting enough sleep?' and understanding nutrition. Assemblies reinforce healthy choices, such as seen in the happiness assembly.

Staff conduct risk assessments as needed in school and for excursions. They respond swiftly and efficiently to newly identified risks. The school employs an adequate number of staff to guarantee students' safety at break and lunchtime. The medical clinic's nurse effectively provides first aid when necessary.

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

Highlights and recommendations

- The school has a strong partnership with parents and others.
- There is a wide range of opportunities available for parents to engage with the school.
- High-quality workshops organised for parents ensure that they understand what is done in the classroom and know how to help their children.
- Collaborative provision among parents, teachers and therapists is highly successful.
- There is good-quality communication between the school and parents.
- There is a well-developed consultation process to enable parents to have a voice in the school.

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

The school has a strong partnership with parents and others. Parents describe the school as being 'like our home' and the staff as being 'part of our family'. They say that they chose the school because 'staff are the ones who have made us decide to come

here, they genuinely care about students'. Inspectors witnessed this strong partnership.

Many opportunities are available for parents to engage with the school. For example, they are regularly involved in open days, international days, movie night, baking days and assemblies. The parent-teacher group organises regular face-to-face meetings and coffee mornings. It also frequently hosts coffee mornings to welcome new parents to the school. More recently, teachers, students and ambassadors presented a maths 'one-stop workshop' where the students confidently demonstrated their mathematical skills to interested parents, while teacher representatives from each phase talked about the mathematics curriculum and the progression of skills across the school. Parents praised the workshop that took place in the school library where students, ambassadors and teachers took parents on a tour of the environment, explaining how reading is taught at Samakee.

Samakee has a range of well-established relationships with the community to support students' well-being and mental health. Collaborative provision among parents, teachers and therapists is highly successful and has a significant impact on students' learning and progress. For example, there is a highly successful link with the Merak Clinic, which provides intensive support via specialist therapists at the school.

Parents are confident that their children are safe and making strong progress in different areas of the curriculum. They value the school's website with the online school prospectus and the virtual tour of Samakee. The complaints policy is accessible to parents on the website. They say that 'dropping our students to school every day is our communication channel, we don't need a complaints policy'.

Parents enjoy the weekly Friday newsletters that celebrate students' academic and sporting achievements and provide an additional outlet for keeping them informed. They particularly enjoy the section 'teaching and learning highlights', which includes photos and details of learning across the school to keep the community informed.

A variety of communication systems are in place to keep parents fully informed about their child's progress, education and all other aspects of school life such as termly meetings, reports and information shared with parents about their child's learning. Online systems in early years allow two-way communication between parents and the school.

The school regularly collects parents' views both formally and informally. There is a broader survey of parents on a yearly basis. Their views were highly positive in the

inspection survey. Parents of students with SEND describe the school as 'very inclusive' and sensitive to their child's individual needs.

Standard 8: Leadership and management

Highlights and Recommendations

- The leadership and management of the school are outstanding. Leaders fulfil their responsibilities very effectively.
- Leaders' vision permeates all aspects of the school and is shared by all. It also promotes the Samakee seven key values, which underpin and permeate all learning and experiences. These are inquisitive, individual, international, imaginative, inspired, innovative and intrepid. As a result, students understand 'how' to learn.
- The school is highly inclusive and is extremely successful in meeting the needs of students with SEND and EAL.
- Leaders evaluate their practice consistently to ensure that they are meeting the needs of all students in their care and allowing them to achieve their potential.
- All teachers are keen to improve and innovate and value the opportunities for professional development.
- School-improvement planning is based on an accurate reflection of the needs of the school.
- Governors work successfully to support school leaders. They ensure that the school operates legally, meets all regulatory requirements and has clear financial oversight and decision making.
- Leaders promote equality and diversity and respect and value every one of their students.
- St Andrews Samakee is a highly inclusive school with an exceptionally caring and nurturing ethos. In this small school, staff know every child well and understand their learning capabilities and personal qualities.

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities and ensures that the ISQM standards are fully met.

The headteacher and her leadership team work closely to ensure that the school's vision is shared by all. They lead by example and have each pupil's individual needs at the heart of what they do. They believe in creating a nurturing environment where both staff and students feel happy and safe. It is their firm belief that all can only do their best if happy and fulfilled. They continue to innovate to improve the experience of students and have a strong capacity to improve still further.

Leadership of the early years is very strong, resulting in highly effective provision from 'little learners' to Reception. Every teacher, in all phases, has a whole-school role and so all are leaders in some capacity. This, alongside effective professional development, provides the opportunity for career development and innovation. The school has made excellent use of visiting experts in the past and continues to do so, but mostly online. Teachers are keen to develop their practice. The school identifies and shares best practice by conducting learning, walks and peer observations. Leaders consistently evaluate practice and performed an environment audit recently to improve it across the school. Without exception, teachers said, in the survey for the inspection, that they were proud to work at the school. Inspectors saw this in practice in the dedicated, happy staff, who support one another.

Appraisal has been robust in the past, but during and since the pandemic the focus has been on well-being. Hence, no specific targets were set this year, including for the headteacher. However, leaders now intend to use appraisal once again to facilitate opportunities for development, focusing on teachers' interests and passions. Senior leaders wholeheartedly support applying theory to practice and wish to do so even more in the future.

Leaders have developed a strategic plan to improve the school and phase leaders in turn write 'development-plan headlines' and action plans. Accurate self-reflection forms the basis of these plans, which are shared with governors, who have an accurate understanding of the school.

Governors serve as critical friends. The headteacher has separate roles, as owner and headteacher, that are respected and she can switch between them as necessary. She remains answerable to the board and presents regular reports to them. No change in policy or direction takes place without the agreement of the board, which has clear financial policies, and regular discussion of forecasts takes place. The headteacher controls her own budget once the plan for spending on resources and buildings is agreed by the board. The board ensures that the school operates legally and is compliant with all requirements. Although parents are not part of the board, their views are sought through surveys. The inspection survey confirms the high levels of satisfaction of parents. They know that the headteacher and governors are available to contact at any time. Governors' email addresses are available on the website.

Safeguarding procedures are extremely robust. Leaders undertake training to an appropriately high standard and have also undertaken mental-health first-aid

training to support students at risk of self-harm or suicide. Equality, diversity and inclusion are at the heart of what the school does. It acknowledges that each child is unique and as such celebrates and fully involves them in all aspects of school life.

The **Thai language, culture and history (TLCH)** programme fulfils the Thai regulations for Thai and non-Thai students. Thai specialists teach TLCH. All students follow an integrated language, culture, and history course up until Year 1 with the language element differentiated to allow non-Thai speakers to learn at their own pace.

From Year 1 onwards the school offers Thai language only to those non-Thais who wish to join the classes alongside their Thai-speaking peers. In these classes the four language skills of listening, speaking, reading, and writing are all developed. All students follow a Thai social course covering the culture and history aspects of the programme with help from teaching assistants where necessary for the non-Thai speakers.

Early Years Provision

Early years provision is outstanding. Students arrive at the school with poor or no English skills but most make outstanding progress leading to outstanding attainment, except in communication, language and literacy, due to almost all speaking EAL. Support for all types of need is well established.

Leaders, teachers and assistants have an excellent understanding of how young students learn. Teachers work hard to plan inspiring PBL that meets the individual needs and interests of all students. Students make independent choices in their learning but are closely monitored by teachers and teaching assistants, who encourage students to discuss their learning, for example when making a rocket to take teddy to the moon. Teachers build strong relationships resulting in easier communication and students wanting to share with adults.

The learning environment is safe, welcoming and inspiring. Most students display high levels of confidence and are happy to speak to unfamiliar adults. They learn resilience and independence and can work collaboratively and alongside others when engaged in tasks. Open-ended opportunities allow students to explore and take risks. As a result of the high-quality provision, they are very well prepared for Year 1.

Leaders, informed by data and students' responses, have recently decided to change the phonics programme to suit students' needs better. Students enjoy listening to

stories which focus on specific sounds and practise their mark making and letter formation through drawing. This constant exposure to texts, stories and vocabulary has a positive impact on their progress.

Leadership of the early years is very stable and highly effective. All adults have a strong knowledge of individual students and the way they learn best. The effective team meets regularly to discuss the progress of individuals and to evaluate constantly what it is doing to meet the needs of the students in its care. Parents are able to come into the setting and have involvement in their child's education. A thorough induction programme that includes parents helps students to settle and parents to understand that their students are in safe hands.