

St Andrews International School Bangkok

A Nord Anglia Education School

British Schools Overseas Inspection Report

Inspection Dates: 7-10 May 2018

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Age Group: 2-18

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Primary School Sukhumvit 71 Campus

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Ekamal High School (Srivikorn) Campus

1020 Sukhumvit Road, Prakhanong
Klongtoei, Bangkok 10110



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 four inspectors from Education Development Trust who spent four 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. These were updated with effect from September 2017. 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.
7. Manner in which complaints are handled.
8. 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.

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 Andrew's International School, Bangkok was founded in 2001. In 2012, it joined the Nord Anglia Education group of schools. It is situated on two sites, with the Primary School at 9 Soi Pridi-Banomyong 20, Sukhumvit Soi 71, Wattana, Phra Khanong, Bangkok 10110 Thailand and the High School at 1020 Sukhumvit Road, Phra Khanong, Klong Toei, Bangkok 10110, Thailand.

Currently, there are 1638 students on roll aged between two and 18. There are 839 students in the Primary School and 799 in the High School, of whom 140 are in key stage 5 (Years 12 and 13).

St Andrews is a privately owned, non-selective, multinational school community with students from over 50 different nationalities. Its stated aim is to 'provide an inclusive, international education in a safe, happy, supportive and stimulating environment'. The majority of students speak English as an additional language and the school makes special provision for 202 students who are identified as having learning support needs.

In the Primary School, students follow the English national curriculum. In the High School, students study for Cambridge Assessment International Education and Edexcel International General Certificate of Secondary Education (IGCSE) and General Certificate of Secondary Education (GCSE) courses as well as the International Baccalaureate Diploma programme (IBDP). Students successfully move onto higher education and have won places at numerous universities in Thailand and overseas, including Imperial College London, King's College London, The University of Manchester, University College London and The University of Warwick in the United Kingdom. Over 80% of the teaching staff is expatriate, with a wide range of international experiences. The majority are United Kingdom (UK) educated and trained. Staff turnover is relatively low with an average teacher turnover over the last five years of 11%.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by four 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 wide range of information about the school prior to the inspection. Over four days, the team visited 54 lessons, observing teachers in a wide range of subjects. Inspectors held 24 meetings to interview senior leaders, heads of faculty, the head of learning support, other middle leaders and staff, students, parents and governing body members. Inspectors also observed break times, assemblies and other aspects of the school's work. The team scrutinised pupils' work, including that done electronically on tablets. They also looked at school documents including: the school's self-evaluation, development plans, policies, assessment systems, data analyses, behaviour incidents, complaints and safeguarding procedures. They observed the school at work and followed up on any issues raised.

Two ONESQA assessors visited the school at the same time for a synchronised visit. They will publish a separate report on the quality of the Thai language and culture found in the school.

Evaluation of the school

St Andrews International School is an outstanding school. It provides an outstanding quality of education for pupils across the full age range and meets the standards for British Schools Overseas.

Children enter early years with skill levels that are typically well below those found in the UK, especially in English. They make rapid progress because teachers have an excellent understanding of how young children learn. The exciting learning environment gives children access to a wide range of interesting resources to explore and investigate imaginatively.

Children make rapid gains in their communication, language and literacy skills.

This rapid acquisition of language underpins the outstanding attainment and progress in **reading and writing**. A love of books is fostered from an early age and children can listen attentively to stories and respond to them. Children use both phonic knowledge and a high frequency word bank to read unknown text. Their writing is equally impressive. By the end of early years, children can write a sentence with spaces between words, and include a capital letter and full stop. Some children can already write extended pieces of text.

Children's progress and attainment in **mathematics** are outstanding. Most children in Nursery can recognise and name common 2D shapes. In Reception, children can add and subtract numbers up to 20 with some recognising and ordering numbers to 100. A multi-sensory resource, designed to help children visualise numbers, is used effectively to support the development of mathematical skills.

Children gain an understanding of **science** through a variety of topics. For example, 'Jack and the Beanstalk' led to an interest in growing seeds, which enabled them to make observations and talk about changes and what is needed for growth.

Children in early years begin to learn skills in **computing** by operating programmable toys and rapidly develop confidence in using keyboard and mouse skills. They use different applications,

showing good levels of skill and confidence. For instance, children practise using the mouse to drag objects across the screen as they select food items to add to their 'healthy menu'.

In all areas, children have ready access to age-appropriate resources and most reach or exceed age-related expectations by the time they start Year 1.

Pupils make outstanding progress in **English** from their various starting points. In Years 2 and 6, standards in reading and writing have been above the England average for a number of years. These high standards are sustained because teachers have excellent subject knowledge, assess pupils' learning thoroughly and plan teaching that moves learning forward at a rapid pace. Standards in the current Year 6 cohort are slightly lower than is typical because a large proportion of pupils joined the school at the end of Year 5 and have not had experience of the full English curriculum. These pupils have made rapid progress.

In Year 2, pupils know the main features of different types of writing. They adapt their style appropriately to produce interesting and vivid writing. By the end of Year 6, pupils write in a range of styles, using ambitious vocabulary and increasingly complex sentence structures. For some pupils, their handwriting, spelling and grammar are not developed in as much depth as their creative ideas and highly developed vocabulary. Leaders are aware of this and have recently introduced a more systematic approach to developing these aspects of writing. This is already having a positive impact.

Pupils develop a love of reading in the early years that is enhanced as they move through the school. They experience a range of literature and factual books that capture their interest. They read challenging texts fluently and with understanding. Their ability to analyse text is developed extremely well; they are skilfully taught to retrieve, infer and deduce information from texts.

As pupils move through the high school phase and post-16, they write with increasing confidence and aplomb across the curriculum. Teachers' high expectations and excellent subject knowledge support pupils to produce high quality writing for a range of purposes. Pupils read a range of challenging and thought-provoking literature. They deepen their analytical skills and communicate their learning with increasing sophistication. By the end of Year 11, the proportion of pupils who attain A*-C in English Language and English Literature IGCSE is high. Students in the sixth form attain similarly high standards in the IBDP. Pupils' strong progress in English is supported by teachers' continuous focus on developing pupils' oral skills and extending their vocabulary across the curriculum.

A higher than usual proportion of pupils join the school part way through the primary and high school phase, at the early stages of learning English. They are supported highly effectively in small groups and rapidly develop their vocabulary and understanding of English. They attain good passes in English IGCSE and the IBDP.

Pupils' attainment and progress in **mathematics** are outstanding throughout the school. By the time pupils reach end of primary, they are achieving results which are well above those expected for their age. Pupils in Year 2 can write simple fractions and recognise equivalence. They use the correct mathematical vocabulary and can define numerator and denominator. In Year 3, pupils use tablets and codes to reinforce understanding of 3D shapes and, by Year 5, most can solve problems involving all aspects of measure. When pupils reach Year 6, they are fluent in calculations and gaining competence in reasoning mathematically and problem solving.

In secondary, pupils demonstrate a maturity that supports outstanding progress and achievement.

Many develop into outstanding mathematicians. Their attainment in mathematics significantly exceeds that of pupils in UK schools in every measure at IGCSE and IBDP. In 2017, 90% of pupils achieved IGCSE grades A-C and 36% A*-A. At the end of the IBDP course, students achieve well above the world average with 32 points for St Andrew's and a world average of 29.9. This has been an improving trend over three years.

High School pupils work collaboratively, solving problems and applying their mathematical knowledge. They have the confidence to pose questions, challenge each other and the teacher, unafraid to make mistakes and use trial and error methods. Most able students develop good coaching skills, and consolidate their own learning, as they act as peer mentors to support those struggling with specific topics.

Attainment in **science** is outstanding throughout the school. Pupils make consistently excellent progress in the development of their scientific knowledge and skills. Teaching consistently promotes positive scientific learning attributes such as curiosity, creative thinking and reasoning and allows pupils many opportunities to hone their skills through frequent, challenging practical activities at all stages.

Through the primary school, pupils make outstanding progress. There is a strong trend of pupils achieving above expected levels by the end of Year 6 over the last three years. Pupils have a very good understanding of what constitutes a fair test and the variables they need to consider in conducting their experiments. They are very efficient at working collaboratively to design experiments to test the impact of parallel and series circuits on bells and buzzers. They have a good understanding of thermal insulators and conductors at Year 4.

In the high school school, the development of pupils' investigative skills continues strongly and attainment is high in IGCSE examinations for biology, chemistry and physics. Pupils build on their ability to design and conduct experiments and evaluate the outcomes against their initial hypothesis. Pupils develop a good scientific vocabulary to support their learning. For example, they clearly define the difference between velocity and speed, potential and kinetic energy in their experiments on spring tensions.

Students' IBDP science results are high and have been in line with or above world standards for the last three years. They are strong in all three disciplines. Students apply their learning skills extremely well through individually designed investigations, often based on real-life applications. For example, exploring the maximum effective area of photovoltaic cells (solar panels). Students work efficiently in groups to maximise the completion of tasks with a high regard for safe practice.

Pupils' attainment and progress in **information and communication technology (ICT)** and **computing** is outstanding. Pupils' knowledge, skills and understanding of ICT and computer systems are developed well throughout the primary phase. Pupils are skilled at using a range of exciting applications, including those that introduce them to the language of programming. For example, pupils in Year 4 are able to create mathematical games using a multimedia programming tool. They save their work using a digital portfolio which allows both teachers and parents to view what they have achieved. As they move through primary, the work set becomes increasingly demanding so that, by the end of key stage 2, most pupils are working above age related expectations.

Throughout the high school phase, pupils continue to make outstanding progress. The school follows a topic based approach in key stage 3. It integrates science, technology, engineering, the

arts and mathematics (STEAM). Computing is seen as an integral part of this approach with pupils able to design, build and then evaluate objects they have constructed using modelling software. For instance, Year 9 pupils, engaged in a 'greener skies' project, were able to create images of wings and modify them so they could potentially reduce drag and save energy.

By the time pupils reach the end of the key stage 4, their outcomes in IGCSE are above world averages. This, for most, represents outstanding progress. Pupils consistently outperform both UK and international averages for A*-A and A*-C grades.

A similar picture is found in students' performance in IBDP. Although numbers of students are small, they consistently exceed the world averages for IBDP computer science.

As well as the outstanding attainment and progress of pupils in examinations described in the subjects above, pupils are very successful in a wide range of other subjects. For example, in subjects such as drama and economics at IGCSE and business management and theatre at IBDP, pupils have produced impressive results over many years.

The school's provision for pupils who have **special educational needs** and/or disabilities is exceptional. This is a real strength of the school. There is a strong commitment from leaders to ensure these pupils also make the best progress possible. Pupils' needs are assessed thoroughly and support is personalised to ensure any barriers to learning are minimised. All staff are aware of pupils' needs and use successful strategies to support each pupil's learning. A range of support is provided, tailored to pupils' specific needs, including adaptations to the curriculum, in-class support, a dyslexia programme and additional small group and individual tuition. Pupils who have high levels of need benefit from specialised support in the STAR programme. Skilful support from teachers, specialists and learning support assistants ensure all pupils who have special educational needs and/or disabilities make excellent progress in both their personal and academic skills.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (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 meets 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. Newly introduced systems for tracking pupils' progress need to be embedded further and applied consistently across the school (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 (2017 updated). 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 the requirements of this 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. Students in post-16 follow the IDBP and receive a high quality of education. As a result, pupils are able to enter or re-enter the British educational system and gain access to British universities.

Britishness is strongly promoted throughout the curriculum through a wide range of literature, geographical, historical and scientific based studies. Pupils' studies in English and other subjects are often based on the writing of classical and contemporary British authors. Pupils study the evacuation of children from London during the Second World War, for example, or compare the economic development of urban Thailand with that of Britain and other countries. The requirements of the Equalities Act (2010) are met in full.

The curriculum is planned very well to ensure pupils make sustained, high rates of progress in all subjects. The secure acquisition of knowledge, skills and understanding prepares pupils extremely well for the next stage in their education. The curriculum is focused sharply on equipping pupils with the highest levels of independent and collaborative study skills and positive learning attitudes. For example, pupils' resilience is developed through extended projects in science and other subjects. Consequently, pupils' curiosity, drive, enthusiasm and persistence contribute to very positive achievement in international assessments and examinations.

Frequent opportunities are established for pupils to develop skills in spoken English and literacy through talking partners, role-play, debates and presentations. Pupils read from a wide range of texts during lessons in most subjects. Pupils' mathematical skills, particularly numeracy, are developed strongly through regular application in problem-solving activities. For example, children in the early years learn about shape and size during their sand play; pupils and students in the high school use advanced statistical calculations in their science work.

The curriculum provides effective provision to meet the needs of all students, pupils and children. Provision and guidance for those who have special educational needs and/or disabilities are excellent. The school makes very good use of specific teaching programmes for dyslexia, for example, and specialist and well-trained support staff are deployed well. Pupils who speak English as an additional language receive consistently high quality ongoing support, arising from rigorous and accurate assessments from the time they first join the school. Where appropriate, provision in their home language helps to ensure these pupils have full access to the curriculum.

Through the very strong personal, social, emotional and health programme, the curriculum promotes the key British values of tolerance and respect for all groups. In doing so, it meets the requirements of all UK equalities legislation.

Pupils and students receive excellent advice on their future educational and careers development. They have considerable flexibility in choosing the courses to pursue at the high school stage to support their aspirations, interests and other needs. The careers and guidance counselling team provide very well-informed personal support and tuition to help pupils and students make the most of their skills, qualifications and experiences to access the next stage of their chosen pathways. As a result, over 90% of students enter Thai or international universities.

The curriculum is enhanced through many guest speakers, community events and extensive visits both locally and further afield. The link with the Julliard School inspires pupils through opportunities to work with world class musicians. The partnership with the Massachusetts Institute of Technology (MIT) is driving developments to knowledge, skills and learning in science, technology, engineering, art and mathematics through the STEAM programme of visits and high-quality specialist training. There is a rich and diverse programme of extra-curricular activities through an excellent range of sporting, cultural and arts activities. Pupils participate successfully in many local and international tournaments and events and host, for example, many swimming and other events.

The quality of **teaching, learning and assessment** is outstanding. Teachers have excellent subject knowledge and thorough knowledge of the English national curriculum and examination specifications. Teaching is imaginative and highly responsive to pupils' learning needs. It supports pupils of all abilities to make at least good, and often more rapid, progress. Teachers use interesting resources and plan exciting activities that capture pupils' interests. The enthusiasm of teachers motivates pupils to develop positive attitudes to learning and inspires them to produce high quality work. Teaching remains vibrant and highly effective because teachers reflect on their own practice, share best practice and make the most of opportunities to attend training.

Teachers assess pupils' previous learning thoroughly, to ensure that teaching builds systematically on their prior knowledge, understanding and skills in all subjects. This ensures that past learning is secure and work is sufficiently challenging. In Year 7 English, for example, pupils' understanding of concepts such as sibilance, personification, simile and metaphor is consolidated prior to completing an analysis of the impact of figurative language. In drama, teachers revisit pupils' personal targets at the start of a lesson, ensuring that they all know how to improve their work. Teachers also assess pupils' verbal responses and written work in detail to inform subsequent lesson planning. Pupils receive detailed feedback on their work, so they know how to improve it. At key stages 4 and 5, detailed analysis of pupils' work against examination criteria supports pupils to know how to improve their grades and prepares them well for examinations. Pupils evaluate effectively their own and their peers' work against examination grade criteria and act on points for improvement.

Teachers have high expectations for pupils' achievement and the effort they put into their work. They plan activities that require pupils to think critically, solve problems and apply reasoning skills. Teachers deepen pupils' understanding through probing questioning that elicits deeper thinking and reasoning. They use powerful examples and illustrations to clarify learning. Pupils rise to these high expectations and stay focused on their work in lessons. They persevere with challenging tasks and collaborate effectively to learn from each other. The level of collaboration in Year 9 music, for example, is impressive; pupils compose and perform their own highly accomplished songs using a range of instruments. Pupils readily take responsibility for their own

learning, for example, through research using texts or the internet. In Year 10 history, pupils generate key questions about trench warfare and use a range of sources to complete their personal research. They enjoy investigative and practical work in a range of subjects.

Resources are used creatively to support teaching and learning across the curriculum. Teachers are adept at promoting literacy and language skills through the use of good quality texts, film and auditory media. They use vibrant visual resources to promote learning. In chemistry, for example, pupils use card matching games to help them understand balanced equations. Teachers also make good use of technology and visual prompt cards to reinforce pupils' understanding. Such strategies benefit all pupils and, most particularly, those who are at the early stages of English language acquisition. The continuous focus on language development in all subjects and phases supports pupils to develop a wide vocabulary. Pupils develop a good understanding of technical and subject-specific vocabulary and are able to talk competently about their learning.

Learning support assistants provide skilful support for individuals or small groups of pupils in lessons. They supplement successfully the teaching in class to provide additional guidance where needed while encouraging pupils to think for themselves.

Pupils who have additional needs receive excellent additional support in small groups or individual tuition from teachers and learning support assistants. This support is highly personalised to fill gaps and minimise any barriers to learning. Teaching staff carefully and skilfully assess pupils' needs and plan teaching that is motivating and highly targeted. Pupils who need to catch up, those who speak English as an additional language and pupils who have special educational needs and/or disabilities make rapid progress in these interventions.

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

The school meets the requirements of this standard. The school's provision for spiritual, moral, social and cultural development is outstanding. 'What makes a great St Andrew's community', a document created by high school pupils, and subsequently adapted for use by primary school pupils, provides a common vision, promotes positive behaviour, and a real sense of belonging for the school community.

Conduct is exemplary because pupils think about how others are feeling, look out for one another and respect and celebrate similarities and differences. This includes tolerance of those with different faiths, beliefs and sexual orientation. There is no place in this school for partisan political views or disregard for any of the protected characteristics of the Equalities Act. In discussions with high school pupils, they say since the production of the St Andrews community document they have been given ownership of a no rules approach which allows them to take responsibility for their own actions. Bullying or inappropriate behaviour are very rare and are resolved swiftly.

Pupils have many opportunities to exercise leadership roles; for example, class councillors, house leaders, school council and student leadership team. Election to these roles is through a democratic process. The pupil voice, exercised through these roles, has been responsible for shaping school policy, for example in agreeing a 'use of mobile phone policy'. Confidence, self-

esteem and worth are valued highly in St Andrews. In discussion with pupils, they say these attributes are fostered through a variety of ways including taking part in debates and presentations at the Model United Nations.

In lessons, pupils display positive and responsible attitudes to learning. This is evident by the way they conduct themselves in lessons, where peer support, peer assessment, collaboration, and risk-taking are evident in both primary and secondary. Across the school, a safe learning environment has been created where pupils are confident to express themselves freely, their questions are valued and adults give them space for their own thoughts, ideas and concerns. This is a caring and highly inclusive school as evident from the outstanding provision for pupils who have special educational needs and/or disabilities.

Pupils are given time to reflect; a module on mindfulness supports their spiritual development. Pupils are recognised not just for what they can do but also for who they are, for example through the Tutor Spirit Award.

Through residential visits, which take place in every year group from Year 2 to Year 13, pupils are provided with valuable social and cultural experiences that assist them in developing teamwork skills. These skills are also used to support a wide range of charities, both in Thailand, and across the world and, in doing so, extend pupils' awareness of social responsibility. These have included a fun run, which raised funds for the Mercy Centre in Bangkok. Pupils continue to support a village in Tanzania. In addition, every residential includes a service day when pupils do something for the local community. For example, Year 8 pupils took part in a beach clean-up. Pupils are aware of the need to keep a clean and sustainable environment and this is reflected in the work of the sustainability group. In 2018, the International Day had a sustainable world theme and the primary school organised a sustainability week in association with the Sang Foundation.

The rich and varied curriculum ensures pupils have a good knowledge of Thai heritage, and public institutions in Britain, such as the National Health Service. The school's connection with the Juilliard School, an internationally renowned school of performing arts, provides rich musical experiences and, together with museum and gallery visits, extends pupils' cultural awareness. In addition, pupils' high take up of extra-curricular activities reflects their enthusiasm for school.

Britishness features strongly throughout the school, for example, on Remembrance Day selling poppies for the British Legion. In 2017, a group of pupils presented the life and work of Rosalind Franklin, a prominent British scientist, to a group of distinguished guests, including the British Ambassador, at an event to celebrate the Queen's birthday.

Pupils are proud of their school because of its diversity and open, accepting ethos. They describe themselves as self-aware, passionate, courageous and confident learners.

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

The school meets the requirements of the standard. Provision for the welfare and safety of pupils is outstanding.

Excellent admission and induction arrangements help pupils immediately to become part of school life. The events of this academic year, with over 500 pupils joining the school, demonstrate its effectiveness. Similar attention to detail is afforded to transition between year groups and phases. These are equally successful.

In meetings, pupils say they value greatly the support they receive from counsellors if they have emotional or personal problems. The counselling team also provides good support for parents, discussing topics such as sex education and the pros and cons of social media.

Risk assessments are rigorous, reflect the written risk assessment policy and cover all aspects of school life. They are updated regularly and the school's procedures for monitoring their implementation are robust.

Fire regulations are applied stringently and are similar to those in the UK. Regular fire drills are carried out and are logged carefully.

Pupils are aware of healthy lifestyle choices and healthy eating. The canteen provides healthy, well-balanced food choices. Pupils have access to an extensive range of sporting activities, promoting a healthy lifestyle.

Despite high attendance and punctuality rates, leaders are not complacent and data is monitored.

There is a strong commitment to safeguarding pupils. Arrangements for safeguarding match the current requirements in both the UK and Thailand. Senior leaders attend relevant conferences to ensure they are updated fully on the latest expectations. All staff are trained in safeguarding training and understand the St Andrews child protection code of conduct. Leaders and managers embed safeguarding practice as an integral part of everyday school life.

Pupils say instances of bullying are rare. Much work is undertaken to help pupils keep themselves safe online, in particular with regard to social media. For example, the school organises workshops and shares the dangers of cyber bullying with parents and pupils.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard. The school, working with its owner Nord Anglia Education, ensures that all the required checks are in place and confirms that employed staff are suitable to work with children. The central staff record is comprehensive and includes statements that show staff also have the right to work in Thailand. Those involved in the recruitment of staff have undertaken safer recruitment training. Recruitment procedures are rigorous and no member of staff is appointed until all the checks, including scrutiny of written references, have been completed. Consequently, the school is able to recruit high quality teachers, most of whom are British trained.

Standard 5. The premises and accommodation

The requirements of this standard are met. Improvements to the school's campuses in the past year result in pupils enjoying an outstanding learning environment. Until the summer of 2017, all pupils were educated on one site where, due to the increasing pupil numbers, facilities were stretched. From September 2017, all this changed and high school pupils moved to a brand new campus. Younger pupils remain on the original site but this has been extensively renovated and improved. The early years, primary and high school areas of the school are carefully designed and fully equipped to meet the needs of the different age groups. 'I can't believe just how much everything has improved this year', is typical of comments made by pupils about their new buildings.

The school's accommodation on both campuses has been developed in a thoughtful and imaginative way. It has been designed well to include an excellent range of specialist areas for learning which are conducive to teaching and learning. The sites have few closed corridors and remain light and airy despite the school's location in central Bangkok. There are designated areas for each phase of the school and, in the early years, children have access to high quality indoor and outdoor learning spaces. There are specialist areas for subjects such as music, drama, art, technology, physical education, computing and science. The superb indoor and outdoor sports facilities and resources enhance pupils' participation in an exciting range of sports and physical education activities. Access to these improved facilities supports pupils as independent and social learners and prepares them very well for post-school education.

Each campus is resourced well and there are ramps and lifts allowing wheelchair users to access higher levels in the school. Attractive and well-used libraries are stocked with fiction and nonfiction books. There are sufficient, well-maintained classrooms that provide very attractive learning environments. Learning is enhanced by the ready availability of technology from hand-held computers to interactive boards.

Canteens and snack shops serve a good range of high quality food that includes healthy options. All suitable hygiene arrangements for the preparation, serving and consumption of food are in place in the school kitchen. The school has many eco-friendly and sustainable features with pupils actively involved in driving these initiatives.

Office space is plentiful and there are areas for private conversations and guidance. On both campuses, there is a well-equipped medical area. Pupils take a great pride in their school and do their best to keep it clean and tidy. The school has all the required certificates to demonstrate that that it operates safely and legally. The maintenance and cleaning teams ensure that all areas of the school and grounds are cleaned to a high standard.

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

The school meets the requirements of this standard.

Parents are very happy with the quality of information provided. They fully appreciate the access parents have to the school's staff and leadership through regular face-to-face meetings, email and other electronic communication and weekly extensive newsletters. This complements the high quality of information on the school's website. It is easily accessible and includes

information from safeguarding, welfare and education policies to detailed curriculum information and regular blogs from the principal and staff. Pupils and parents have access to an informative, personalised virtual learning platform.

The high quality of information for parents starts from the rigorous induction programme for all children, pupils and students at whatever stage they join the school family. For example, in the early years, there are very regular, often daily, face-to-face meetings and written communication. This high quality of shared information continues throughout the school with meetings and workshops relating to the curriculum and learning strategies and regular teacher discussions. Parents are very well informed about changes and developments and what to expect as their children move through the school. The school provides detailed individual academic reports for all children, pupils and students every term. These have been developed over time in close consultation with parents. They provide sharply focused information on a pupil's efforts and attitudes as well as their academic achievements. The school has robust and effective procedures to involve, support and educate parents to help older students make the best choices in their future education and careers.

Parents with pupils who have special educational needs and/or disabilities are very well informed at every stage of their development. They comment that the school not only supports the child, but also provides very positive information and guidance for parents as well. The school works closely with parents of children who are affected by emotional, behavioural or social changes in their lives to reduce any barriers to effective learning.

Parents are very appreciative of the quality of the information they receive about all aspects of school life, particularly their children's progress. They welcome the many initiatives to explain and help them support pupils' learning through workshops, internet information or signposting to further sources of information. They are confident that the school will address promptly any concerns they may raise and that these are few and far between. They believe that the open and accessible nature of the school is one of its many strengths. The parents' views reflect the findings of the inspection.

Standard 7. The school's procedures for handling complaints

The school's procedures for handling complaints meet the requirements of this standard. The school has a clear and detailed policy that outlines how parents should proceed if they have a complaint. The policy is available on the school's website and sets out relevant timescales and procedures. This includes a number of steps that could eventually lead to a formal complaint being referred to a representative of Nord Anglia Education. Any matters that require resolution through the complaints procedure are formalised with confidential written records.

The school attaches great importance to maintaining close contact with parents through its teachers and leaders and expects matters to be dealt with informally in most cases. This approach is proving successful and no formal complaints have been registered since the school's last inspection in 2015.

Standard 8. Leadership and management

The school meets the requirements of the standard. The leadership and management of the school are outstanding. Key to its success is the inspirational leadership of the principal who has developed the school rapidly while still ensuring its core values and principles are retained. He has an excellent knowledge of the school's needs and has developed a team of high-quality school leaders and staff who share his outlook that 'only the best will do'. Widely distributed and highly effective leadership of the different phases, including early years, promotes these priorities with flexibility and autonomy. Many of these senior leaders have been at the school for extended periods, bringing the stability and confidence needed to take on new challenges. Leaders fulfil their responsibilities in ensuring that all of the BSO standards are met consistently. As a fully inclusive school, St Andrews tackles any form of discrimination, promotes equality and celebrates diversity. Everyone is expected to carry out his or her role to a very high standard. Consequently, the school has a strong capacity to improve still further.

Over 500 pupils and 50 staff joined the school within the last year. Nevertheless, the inspection visit confirmed that the school's mission to 'provide an inclusive, international education in a safe, happy, supportive and stimulating environment, where all the needs of the individual learner are met' continues in practice. Teamwork is strong and staff, pupils and parents unite around this vision. It is remarkable that, following a period of such change, the new arrivals in the school are integrated fully and seen as valued members of a vibrant school community. The school justifiably describes itself as a 'happy and supportive environment' that depends on relationships with partners that are based on 'mutual respect'.

High expectations are set for staff. Regular appraisal and peer support, combined with professional development, mean that the well-qualified staff feel supported. The intensive induction programme ensures that new staff are well equipped when they start working with pupils. 'We were very well supported when we arrived and this has continued throughout our time at the school. I feel part of a great team', is typical of how new members of staff described their recent experiences.

The school's self-review document provides an accurate evaluation of the school's strengths and weaknesses. It is based on strong evidence and all staff are invited to contribute to the final version. It confirms that areas for improvement identified in the previous inspection have all been addressed. There is no sense of complacency in any part of the school and the self-review document typifies the relentless quest for further improvement. For example, leaders recognise that the newly introduced tracking systems are not embedded fully and that they are not yet consistently applied across the school.

The board of governors sets an ambitious, strategic vision for the whole school. The separate responsibilities of governors and the school's leadership are respected and understood. Financial management of the school is secure and the board takes an active role in providing the necessary checks and balances. It ensures that the school operates legally. The board of governors is a talented and able group with diverse experience and skills. Individual members work closely with the principal and appraise the school's leadership rigorously. They play an important role in ensuring that safeguarding and child protection policies are reviewed thoroughly and implemented effectively. Board members know the school very well and are ambitious for its future improvement. While valuing pupils' academic success, they do not lose sight of the importance of pupils' well-being and all-round development.

Standard 9. The quality of provision for boarding

There is no boarding provision.

Compliance with regulatory requirements

St Andrews International School, Bangkok 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:

- Embed the school's tracking systems and ensure they are consistently applied so that standards and pupils' rates of progress accelerate.

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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Leadership and management

Overall effectiveness of leadership and management	√			
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The quality of provision for boarding

	NA			
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School details

Name of school	St Andrews International School, Bangkok
Type of school	International School
Date school opened	2001
Age range of pupils	2-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1638
Annual fees (day pupils)	297,000 - 619,000 THB/year
Address of school	Primary School: 9 Soi Pridi Banomyong 20, Sukhumvit Soi 71, Wattana, Phra Khanong, Bangkok 10110, Thailand. High School: 1020 Sukhumvit Road, Phra Khanong, Klong Toei, Bangkok 10110, Thailand.
Telephone number	+66 2381 2387-8
Email address	officeps@standrews.ac.th , officehs@standrews.ac.th
Principal	Paul Schofield
Proprietor	Nord Anglia Education

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 (or DSIB inspection in Dubai) 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.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example headteachers/principals, 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 works 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.

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