

St Andrews International School Bangkok

A Nord Anglia Education School

ISQM Accreditation Report

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Date of visit: 7-10 May 2018

Date report published: 27 May 2018

Primary School Sukhumvit 71 Campus

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1. Introduction

1.1 Education Development Trust accreditation

The purpose of accreditation is to bring about school improvement. Although accredited status is often perceived as an end in itself, the process is underpinned by the principle that the school self-evaluation activities in which schools engage, are of equal importance. In this sense, accreditation serves two goals:

- To provide a means by which parents and students are assured that the school has been judged by independent evaluators to meet rigorous quality standards;
- To support the school's development through moderation of its own self-evaluation.

The school improvement plan is crucial in ensuring on-going development. The accreditation provides recommendations for the school, which should be incorporated into the school improvement plan.

Principles underpinning the accreditation model

- Accreditation criteria are rooted in high standards; they relate to international standards and benchmarks, and to other inspection regimes (for example, Ofsted (England) and, in the case of Thailand, ONESQA from the Thai ministry)
- It is a cost effective means of providing quality assurance
- The model is developmental – it is grounded in self-evaluation with the school providing an evaluation of its own performance

Grades awarded

Judgements are made on a four-point scale as:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Unsatisfactory

Accreditation status

Gold accredited status is awarded when the school is given Grade 1 meaning **Outstanding judgements in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Silver accredited status is awarded when the school is given at least Grade 2 or higher meaning **Good judgements or higher in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Bronze accredited status is awarded when the school is given at least Grade 3 or higher meaning **Satisfactory judgements or higher in all** of the following sections:

Standards and achievement

Teaching and learning

Leadership and management

Evidence base

This ISQM verification inspection was carried out by a team of four Education Development Trust inspectors. 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 students' 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.

2. School context

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%.

Report summary

Accreditation status

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

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

This accreditation is valid from **10 May 2018 to 10 May 2023**.

Overview of main strengths and areas for development

Report headlines

St Andrews International School is an outstanding school and has continued to improve year on year since its previous accreditation visit. The school's curriculum is outstanding. It provides exceptionally well for all students, particularly for the large number of students who speak English as an additional language. The curriculum is very well planned to make sure students make sustained, high rates of progress in all subjects. Provision for students to gain success in a wide range of subjects such as music, art, design technology, business studies and sport is a real strength within the curriculum. The programme of extra-curricular activities is exceptional.

Care and support for students are excellent and contribute to students' outstanding personal development. Students are extremely well behaved in lessons and around the school. They are respectful of their teachers and of each other. They work well together, are supportive and regularly encourage each other to try their best. The highly positive attitudes of students contribute to their excellent personal development and impressive academic progress.

Starting points for students vary. A large majority start school speaking little or no English. They make excellent progress in English, mathematics, science and information and communication technology (ICT). They also make impressive progress in a range of specialist subjects including drama and economics at IGCSE and business management and theatre at IBDP. High quality support for students who have special educational needs and/or disabilities and those learning to speak English as an additional language ensures they make equally strong progress as their peers from their varying starting points.

The quality of teaching and learning is outstanding. Throughout the school, teachers' excellent subject knowledge and understanding of how students learn ensures that students build systematically on their prior knowledge. Relationships between students and teachers are exceptionally positive and teachers have high expectations of what students can achieve. Teachers know students well and assess them accurately. This enables teachers to plan work that matches the ability of individual students and caters well for their varying needs.

The school's partnership with parents and the community is outstanding. Parents feel valued members of the school community and speak highly of the leadership of the school. The leadership and management of the school are excellent. Inspirational leadership by the principal has steered the school through a demanding period with large numbers of new students and staff joining the school. Leaders demonstrate a shared vision, high energy, ambition and the drive to take this outstanding school still further. There is no trace of complacency and a strong capacity to improve. The school's facilities are outstanding and resources are plentiful and are well used well. Self-evaluation processes are rigorous and provide an accurate picture of the school.

Recommended areas for development

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

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

Highlights and recommendations

- Progress in English, mathematics, science and ICT is outstanding.
- Attainment against international standards is well above average and has been for several years
- Students who speak English as an additional language and those identified as having special educational needs and/or disabilities are very well supported and this ensures they make excellent progress from their various starting points.

St Andrews International School is an outstanding school. It provides an outstanding quality of education for students 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.

Students 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 students' 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 students joined the school at the end of Year 5 and have not had experience of the full English curriculum. These students have made rapid progress.

In Year 2, students 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, students write in a range of styles, using ambitious vocabulary and increasingly complex sentence structures. For some students, 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.

Students 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 students 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 students to produce high quality writing for a range of purposes. Students 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 students 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. Students' strong progress in English is supported by teachers' continuous focus on developing students' oral skills and extending their vocabulary across the curriculum.

A higher than usual proportion of students 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.

Students' attainment and progress in **mathematics** are outstanding throughout the school. By the time students reach the end of primary, they are achieving results which are well above those expected for their age. Students 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, students use tablets and codes to reinforce understanding of 3D shapes and, by Year 5, most can solve problems involving all aspects of measure. When students reach Year 6, they are fluent in calculations and gaining competence in reasoning mathematically and problem solving.

In secondary, students demonstrate a maturity that supports outstanding progress and achievement. Many develop into outstanding mathematicians. Their attainment in mathematics significantly exceeds that of students in UK schools in every measure at IGCSE and IBDP. In 2017, 90% of students 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 students 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. Students 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 students many opportunities to hone their skills through frequent, challenging practical activities at all stages.

Through the primary school, students make outstanding progress. There is a strong trend of students achieving above expected levels by the end of Year 6 over the last three years. Students 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, the development of students' investigative skills continues strongly and attainment is high in IGCSE examinations for biology, chemistry and physics. Students build on their ability to design and conduct experiments and evaluate the outcomes against their initial hypothesis. Students 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.

Students' attainment and progress in **information and communication technology (ICT)** and **computing** are outstanding. Students' knowledge, skills and understanding of ICT and computer systems are developed well throughout the primary phase. Students are skilled at using a range of exciting applications, including those that introduce them to the language of programming. For example, students 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 students are working above age related expectations.

Throughout the high school phase, students 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 students able to design, build and then evaluate objects they have constructed using modelling software. For instance, Year 9 students, 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 students reach the end of the key stage 4, their outcomes in IGCSE are above world averages. This, for most, represents outstanding progress. Students 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 students in examinations described in the subjects above, students 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, students have produced impressive results over many years.

The school's provision for students 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 students also make the best progress possible. Students' needs are assessed thoroughly and support is personalised to ensure any barriers to learning are minimised. All staff are aware of students' needs and use successful strategies to support each student's learning. A range of support is provided, tailored to students' specific needs, including adaptations to the curriculum, in-class support, a dyslexia programme and additional small group and individual tuition. Students 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 students who have special educational needs and/or disabilities make excellent progress in both their personal and academic skills.

Standard 2: Students' personal development

Highlights and recommendations

- Excellent interpersonal relationships between students, based on mutual respect, support a positive atmosphere for learning.
- Students' highly energetic and enthusiastic participation in the wealth of opportunities offered to them to develop their interests, social skills and leadership qualities.
- Students' appreciation of the inclusive, multicultural and friendly school community where they feel safe and well supported.

Students' personal development is outstanding in all phases of the school. 'What makes a great St Andrew's community', a document created by high school students, and subsequently adapted for use by primary school students, provides a common vision, promotes positive behaviour, and a real sense of belonging for the school community.

Conduct is exemplary because students 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. In discussions with high school students, 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.

Attendance levels are high and punctuality is good. There is an improving trend because the school rewards excellent attendance and monitors individuals closely.

Students 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 student 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 students, 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, students 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 students 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 students who have special educational needs and/or disabilities.

Students are given time to reflect; a module on mindfulness supports their spiritual development. Students 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, students 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 students' awareness of social responsibility. These have included a fun run, which raised funds for the Mercy Centre in Bangkok. Students continue to support a village in Tanzania. In addition, every residential includes a service day when students do something for the local community. For example, Year 8 students took part in a beach clean-up. Students 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 students have a good knowledge of Thai heritage, and public institutions. 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 students' cultural awareness. In addition, students' high take up of extra-curricular activities reflects their enthusiasm for school.

Students 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: Teaching and learning

Highlights and recommendations

- The quality of teaching and students' learning overtime is excellent.
- Teachers' planning is very detailed and work is set accurately to match the abilities of students.
- Teachers have excellent subject knowledge and accurately assess their students' progress.
- Teaching caters well for the needs of all students including those learning to speak English as an additional language and those who have special educational needs and/or disabilities.

The quality of **teaching and learning** 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 students' learning needs. It supports students of all abilities to make at least good, and often more rapid, progress. Teachers use interesting resources and plan exciting activities that capture students' interests. The enthusiasm of teachers motivates students 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 students' 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, students' understanding of concepts such as simile, personification, simile and metaphor is consolidated prior to completing an analysis of the impact of figurative language. In drama, teachers revisit students' personal targets at the start of a lesson, ensuring that they all know how to improve their work. Teachers also assess students' verbal responses and written work in detail to inform subsequent lesson planning. Students receive detailed feedback on their work, so they know how to improve it. At key stages 4 and 5, detailed analysis of students' work against examination criteria supports students to know how to improve their grades and prepares them well for examinations. Students evaluate effectively their own and their peers' work against examination grade criteria and act on points for improvement.

Teachers have high expectations for students' achievement and the effort they put into their work. They plan activities that require students to think critically, solve problems and apply reasoning skills. Teachers deepen students' understanding through probing questioning that elicits deeper thinking and reasoning. They use powerful examples and illustrations to clarify learning. Students 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; students compose and perform their own highly accomplished songs using a range of instruments. Students readily take responsibility for their own learning, for example, through research using texts or the internet. In Year 10 history, students 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, students use card matching games to help them understand balanced equations. Teachers also make good use of technology and visual prompt cards to reinforce students' understanding. Such strategies benefit all students 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 students to develop a wide vocabulary. Students 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 students in lessons. They supplement successfully the teaching in class to provide additional guidance where needed while encouraging students to think for themselves.

Students 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 students' needs and plan teaching that is motivating and highly targeted. Students who need to catch up, those who speak English as an additional language and students who have special educational needs and/or disabilities make rapid progress in these interventions.

Standard 4: The curriculum

Highlights and recommendations

- The very strong personal, social, emotional and health programme,
- The exceptional programme of enrichment activities, extended learning, specialist speakers, and international and local trips.
- Excellent guidance and support provided to ensure that students make the right choices for the next stage of their education.

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 IBDP and receive a high quality of education.

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

Frequent opportunities are established for students to develop skills in spoken English and literacy through talking partners, role-play, debates and presentations. Students read from a wide range of texts during lessons in most subjects. Students' 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; 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 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. Students 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 students have full access to the curriculum.

Through the very strong personal, social, emotional and health programme, the curriculum promotes tolerance and respect for all groups.

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 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 students 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. Students participate successfully in many local and international tournaments and events and host, for example, many swimming and other events.

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

Highlights and recommendations

- The school's outstanding accommodation and facilities.
- Recruitment and vetting procedures are thorough.
- Leaders have recruited high quality teachers. Recent additions to staffing have added greater capacity to bring about even more improvement.
- Students have access to a broad range of resources and facilities that support the development of their artistic, physical, practical and performance skills.

Improvements to the school's campuses in the past year result in students enjoying an outstanding learning environment. Until the summer of 2017, all students were educated on one site where, due to the increasing student numbers, facilities were stretched. From September 2017, all this changed and high school students moved to a brand new campus. Younger students 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 students 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 students' participation in an exciting range of sports and physical education activities. Access to these improved facilities supports students 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 students 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. Students 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 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: How well the school cares for and supports its students

Highlights and recommendations

- The school cares exceptionally well for its students and ensures their safety and well-being.
- The training and procedures for safeguarding and child protection are highly effective.
- Students continue to be known well by staff even as the school increases in size.
- The students are supported well and encouraged to develop a good understanding of what makes for a healthy lifestyle.

The school places a very high priority on the way it looks after students and, overall, achieves an excellent level of care and support. Excellent admission and induction arrangements help students immediately to become part of school life. The events of this academic year, with over 500 students 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, students 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.

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

There is a strong commitment to safeguarding students. 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 Andrew's child protection code of conduct. Leaders and managers embed safeguarding practice as an integral part of everyday school life.

Access to the school sites are carefully controlled to ensure safety. There are regular fire drills and evacuations and a lockdown procedure to cope calmly with possible emergencies. School transport is checked regularly and equipment such as that for fire suppression is maintained properly. The head of maintenance ensures that all checks are systematically recorded. The school complies with local government regulations.

Students say instances of bullying are rare. Much work is undertaken to help students 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 students.

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

Highlights and recommendations

- All aspects of this standard are now outstanding.
- The school continues a long tradition of involving parents fully in its life.
- The school uses a variety of mechanisms to keep parents very well informed about their children and more generally about school affairs.
- The school has improved its links with the local and regional communities.

The school uses a variety of imaginative ways to involve parents in school life. They are highly appreciative of what the school provides for their children. 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. Students 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 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 and students every term. These have been developed over time in close consultation with parents. They provide sharply focused information on a student'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 about their future education and careers.

Parents with students 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 students' 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 8: Leadership and management

Highlights and recommendations

- The passion, commitment and inspiring leadership of the principal.
- The highly effective leadership of the school board and senior leaders who together have brought about many improvements since the last inspection.
- The retention of a family and community feel to the school despite its rapid expansion.
- The continuous year-on-year improvement in standards and students' outcomes.
- Leaders know that there is more to do to embed and apply the new tracking systems across the school.

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. 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 students 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, students 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 students. '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 students' academic success, they do not lose sight of the importance of students' well-being and all-round development.