

# St Andrews Samakee International School

## British Schools Overseas Inspection Report

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Age Group: 1 to 14 years  
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## Purpose and scope of the inspection

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

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

**To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools' (GIAS).**

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 DfE issued a policy update in October 2018. It confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country's laws, as long as there is evidence to substantiate this, and all other standards are met'.**

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. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding.

The purposes of BSO 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

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

### Proportions used in the report

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

## Information about the school

St Andrews Samakee International school is a privately owned, co-educational, inclusive school. It is located in the Nonthaburi district in Bangkok. The school opened in 2000 and has grown to its current size. There are currently 152 pupils on roll aged one to 14 years, lower than prior to the COVID-19 pandemic but recovering slowly. It is smaller than other similar schools.

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

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

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

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the

inspection. Over three days, the team observed 48 part lessons and extra-curricular activities. Inspectors held 24 meetings during which discussions with governors, staff, pupils and parents took place. They scrutinised pupils' work, surveys of the views of parents, pupils and staff and school documents and generally observed the school at work.

## Evaluation of the school

St Andrews Samakee International School is an outstanding school and provides an outstanding quality of education for pupils from one to fourteen years.

The school meets all of the standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

In **English**, attainment and progress are outstanding across the school, including for those with SEND and EAL. Children start with low or no English language skills on entry to EYFS. By the end of the Reception Year the percentage reaching the expected standard in communication, language and literacy is below England averages. However, children make excellent progress from this low starting point.

In early years, children learn in an environment rich with language, with a focus on extending vocabulary and practising speech. They are constantly exposed to language through adult modelling as they play, following their own interests and building on relationships skills.

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

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

By the end of key stage 2, most pupils' reading and writing skills are at least in line with England averages. They can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, and can identify how

language, structure and presentation contribute to meaning. In a Year 6 class, pupils could identify key quotes which describe the character in the extract and explain what the quotes show in detail.

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

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

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

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

In key stage 2, pupils use investigative and enquiry skills to develop knowledge and understanding. They combine learning in number with new learning in other areas, such as Year 3 using understanding of perimeter to win 'prizes' in UK money if their perimeter was accurate and calculating the prize values correctly. The latest benchmarking data shows that pupils' attainment in mathematics by the end of the key stage is generally above UK average standards.

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

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

Science is particularly strong and has improved over the past three years in the early years. The percentage of children at the expected level last year was well above UK averages. Science learning activities such as making lava lamps and volcanoes ensure children's constant immersion in the subject. They have the freedom to follow their interests so when they bring in caterpillars and tadpoles, teachers seize the

opportunity to discuss life cycles. The farm allows children in the early years and key stage 1 to learn through nature on a very regular basis. They plant seeds regularly, play in the mud kitchen and prepare the food for the animals. The projects club after school is well attended by early years children who are very enthused and engaged. They choose experiments such as cloud dough making and magic milk and generally explore.

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

Science week really engages pupils in science competitions and experiments. They focus on using scientific method to answer the questions posed. There is no external assessment of attainment in science but inspection evidence indicates that at all key stages, pupils attainment is at least in line with England average.

In **computing**, pupils across the school make outstanding progress to achieve very well by the end of Year 9, in line with UK standards. These results have been reasonably consistent for the past three years. The use of technology has improved due to the extra time spent online. Pupils have learnt new skills and become more competent in its use. Teachers' confidence has also grown in planning learning activities across the curriculum, using new applications, websites and resources available.

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

In key stage 1 pupils use technology freely in their EBL sessions and teachers ensure that all pupils make use of the technology. In key stage 2 pupils use programming applications competently and evaluate one another's work. They use tablets for research and educational games, for example in mathematics. In lessons and in books the standards reached are in line with UK standards.

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

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

Pupils make at least good progress to achieve high standards in line with those of the UK in a range of **other subjects** across the curriculum. In addition to the core subjects, they have lessons in personal, social and health education (PSHE,) humanities, Spanish, music and art and do physical education and swimming. They leave the school well prepared for the next stage in their education.

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

The school has a small number of pupils in each year group and changes in the composition of those groups can make a big difference to the overall percentage of pupils who achieve highly. It is difficult to make year-on-year comparisons due to these changes. The school monitors the progress of individuals from their respective starting points to ensure that all reach their potential.

## 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 meet the requirements of the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).



- The leadership and management of the school are outstanding (see Standard 8 below).

### **Brief references to any key strengths and weaknesses**

As a result of this inspection, undertaken during May 2023, the school has demonstrated that it meets the BSO standards (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent-school system. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

## **Standard 1. The quality of education provided by the school**

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

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

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

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

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

Pupils' learning is enriched through a wide and varied range of cross-curricular learning opportunities on the Samakee Farm and in the Makerspaces and Design Lab.

The school offers a rich, varied and extensive extra-curricular programme with 25 after-school clubs. These include board games, arts, music, biomedical engineering, robotics and sports, as well as day and residential trips and musical productions. These activities allow pupils to explore further their personal interests and skills and enrich their education beyond the statutory curriculum.

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

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

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

The school actively promotes respect for all people in line with the UK Equality Act 2010. However, because of Thai law, leaders are unable to meet fully the requirements of the Act in relation to civil partnership and gender reassignment. The school celebrates different cultures and beliefs on International Day, Diwali and Loy Krathong, for example. Pupils show respect for one another and demonstrate empathy and tolerance for the values of others, including the protected characteristics of age, disability, beliefs, race and pregnancy and maternity. The curriculum promotes the Samakee seven key values, helping pupils to become inquisitive, independent and self-confident learners.

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

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

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

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

Teachers have excellent subject knowledge and know their pupils well as individuals and as learners. Teachers' questioning effectively uses an appropriate mix of open and closed questions. Class conversations often engage pupils in extended discussions with the teacher or with their peers. Pupils are confident in asking their own questions. Teachers differentiate tasks allowing pupils of all abilities to gain access to the curriculum, select tasks that match their interests and find success.

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

Teachers are effective in monitoring their classes through formative assessment, adjusting their teaching in real time, where necessary. Self- and peer-assessment is used appropriately and pupils routinely engage in reflection on their learning either in class or in their books. Teachers' feedback is thorough, thoughtful and constructive. Valid formal assessment frameworks are in place in all phases and used to monitor the quality of the curriculum and pupils' progress. Assessment information, both internal and, where available, external, is in one school-wide system. The data is well analysed and used by leaders to modify the curriculum and by teachers to adjust their planning. In mathematics and reading, leaders use standardised benchmark testing to compare pupils' attainment with international standards. This informs planning for improvement.

Against a background of outstanding attainment and progress, leaders are rightly exploring the benefits of introducing external testing in other subjects.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The spiritual, moral, social and cultural development of pupils is outstanding.

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

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

School leaders and staff are highly ambitious for their pupils, enhancing their well-being and responding to their social and emotional needs by ensuring that they develop self-knowledge, self-esteem and self-confidence. Pupils are encouraged to lead in assemblies. Recently, a pupil confidently led an assembly on 'anxiety'. Pupils have a range of opportunities to build on their self-esteem through, for example, sports competitions and buddying for reading to younger children. Leaders ensure that boys and girls have the same opportunities in all aspects of school life.

Pupils learn to understand their impact on others. They explore how 'kindness is a superpower'. They make a kindness card for a friend, someone in their family or someone in their class to make them feel good about themselves. As part of their

ambassador responsibility, the 'library leads' host a reading-friendly drop-in for younger pupils in the library at lunchtime.

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

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

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

Pupils have good knowledge of public institutions in the UK such as the NHS, parliament and monarchy. Through the Thai language, history and culture curriculum, they learn about life in Thailand, including the country's public institutions.

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

Welfare, health & safety are outstanding across the school.

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

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

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

The designated safeguarding leader (DSL) and her deputies, all advanced-safeguarding trained, ensure pupils' safeguarding through effective procedures complying with UK practices and requirements. The fluent Thai-speaking DSL provides clear, appropriate training of Thai staff. There is a clear culture of safeguarding in all aspects of school life and all staff understand their responsibilities. Welfare is a shared responsibility of all staff and is overseen by senior leadership. Both pupils and parents feel that the school effectively safeguards pupils and provides effective academic and pastoral support.

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

The school conducts risk assessments as needed. It actively reduces risks at the school and during excursions. It responds swiftly and efficiently to newly identified risks. The school employs an adequate number of staff to guarantee students' safety at break

and lunchtime. The medical clinic's nurse provides first-aid provision effectively when necessary.

## **Standard 4. The suitability of the proprietor and staff**

The school meets the requirements of this standard.

Rigorous recruitment processes take place so that leaders are sure new staff will be a good fit for the ethos of Samakee. The school has put in place a fully compliant single central record (SCR) which records all the required checks to ensure that staff are suitable to work with children. These checks include professional qualifications, two references, police checks, medical checks and all visa requirements including the right to work in Thailand. The register includes volunteers and outsourced companies. The SCR is only accessible to a small number of staff to maintain confidentiality. Safeguarding training is recorded in professional-development records. All DSLs and deputies have undertaken safer-recruitment and advanced safeguarding training and other staff have completed basic online training. Face-to-face training updates staff's understanding and practical application skills annually. Local staff such as security guards and maids receive training in Thai.

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

## **Standard 5. The premises and accommodation**

The school meets the requirements of this standard.

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

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

The school has sufficient toilets with associated washing facilities with hot and cold water. There are gender-specific toilets for older pupils. Changing rooms and

showering facilities are adequate for use by all pupils, including those with specific needs.

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

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

All school facilities, buildings and equipment are well maintained.

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

The school meets the requirements of the standard.

The school has a strong partnership with parents and others. Parents describe the school as being 'like our home' and the staff as being 'part of our family'. Parents say that they chose the school because: 'Staff are the ones who have made us decide to come here, they genuinely care about children.' Inspectors witnessed this strong partnership.

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



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

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

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

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

The school regularly collects parents' views both formally and informally. There is a broader survey of parents on a yearly basis. Parents' views were highly positive in the BSO survey. Parents of children with SEND describe the school as 'very inclusive' and sensitive to their children's individual needs.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of this standard.

The complaints policy is available on the website and meets the requirements of section 9 of the Education Act 2002. Parents told inspectors that they do not need to use the policy because they know that leaders are friendly, open and available if they have any questions or minor concerns. Parents are encouraged to speak to the class teacher or any adult, but the headteacher is happy for them to speak to her directly. She is keen to resolve any issues promptly. She aims to form trusting relationships with parents right from when they consider choosing the school for their child. There have

been no formal complaints. Leaders have dealt very effectively with some misunderstandings which have arisen as a result of language barriers.

## **Standard 8. Leadership and management of the school**

The school meets the requirements of this standard.

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

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

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

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

Leaders have developed a strategic school-improvement plan. Phase leaders write 'development-plan headlines' and action plans. Accurate self-reflection forms the

basis of these plans, which are shared with governors, who have an accurate understanding of the school.

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

Safeguarding procedures are extremely robust. Leaders undertake training to an appropriately high standard and have also undertaken mental-health first-aid training to support pupils at risk of self-harm or suicide. Equality, diversity and inclusion are at the heart of what the school does. They acknowledge that every child is unique and as such they celebrate and fully involve them in all aspects of school life.

## EYFS provision

Early years provision is outstanding. Children arrive at the school with low, or no, English skills. Outstanding teaching ensures that they make outstanding progress from this low starting point. Attainment continues to improve in all areas of learning and last year, by the end of the Reception Year, was above average levels in England except in literacy due to almost all speaking EAL. Support for all types of need is well established.

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

The learning environment is safe, welcoming and inspiring. Most children display high levels of confidence and are happy to speak to unfamiliar adults. They learn resilience and independence and can work collaboratively and alongside others when engaged

in tasks. Open-ended opportunities allow children to explore and take risks. As a result of the high-quality provision, they are very well prepared for Year 1.

Leaders have recently decided, informed by data and children's responses, to change to another phonics programme which is better suited to the children's needs. Children enjoy listening to stories which focus on specific sounds. They like practising their mark making and letter formation through drawing. This constant exposure to texts, stories and vocabulary has a positive impact on their progress.

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

## Compliance with regulatory requirements

St Andrews Samakee International School meets all of the required standards except those that would be in breach of the host country's laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## What the school could do to improve further

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

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

## Summary of inspection judgements

<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
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### The quality of education

Overall quality of education	<input checked="" type="checkbox"/>			
How well the curriculum and other activities meet the range of needs and interests of pupils	<input checked="" type="checkbox"/>			
How effective teaching and assessment are in meeting the full range of pupils' needs	<input checked="" type="checkbox"/>			
How well pupils make progress in their learning	<input checked="" type="checkbox"/>			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	<input checked="" type="checkbox"/>			
The behaviour of pupils	<input checked="" type="checkbox"/>			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	<input checked="" type="checkbox"/>			
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### Leadership and management

Overall effectiveness of leadership and management	<input checked="" type="checkbox"/>			
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## School Details

<b>Name of school</b>	St Andrews Samakee International School
<b>Type of school</b>	Private. For profit.
<b>Date school opened</b>	January 2000
<b>Age range of pupils</b>	1 to 14 years
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	126
<b>Number on roll (part-time pupils)</b>	26
<b>Annual fees (day pupils)</b>	EY: THB 623,000–Y9 THB 635,600
<b>Annual fees (boarders)</b>	n/a
<b>Address of school</b>	43 Soi Tiwanon 48, Tsai, Mueng Nonthaburi, Nonthaburi 11000 Thailand
<b>Telephone number</b>	+662 952 4003
<b>Email address</b>	samakee@standrews-samakee.com
<b>Headteacher</b>	Monica L. Sudhirak
<b>Proprietors</b>	Monica Sudhirak, Graham Sullivan, Roy Barret.

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

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

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

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

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

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

**Standards** –

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

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

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

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

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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