

St Andrews International School, Bangkok

British Schools Overseas Inspection Report

Inspection Dates: 29 April to 3 May 2024

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Age Group: 2 to 18

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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 four inspectors from Education Development Trust who spent five 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 (BSO) must have an inspection report which shows that its 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'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. 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 updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England and clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The British Schools Overseas standards are as follows:

- Part 1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
- Part 2. The spiritual, moral, social and cultural development of pupils.
- Part 3. The welfare, health and safety of the pupils.

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 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 carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

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

Proportions used in the report

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

Information about the school

St Andrews International School, Bangkok was founded in 2001. It is part of a network of over 84 schools in the Nord Anglia Education (NAE) family. It is situated on two separate 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.

St Andrews International School, Bangkok is a privately-owned, non-selective, multi-national school community with students from over 65 different nationalities. Thai pupils form by far the largest group followed by Japanese pupils. There are currently 2289 pupils on roll aged from two years to 18 years, making it larger than most other all-through schools. There are 966 pupils in the primary school and 1323 in the high school, of whom 286 are in key stage 5, that is Years 12 and 13. There are 351 pupils identified with special educational needs and/or disabilities (SEND). A very large majority of pupils use English as an additional language (EAL).

St Andrews International School, Bangkok's stated aim is to 'provide an inclusive, international education in a safe, happy, supportive and stimulating environment'. Almost all pupils are systematically entered for the IGCSE English language and English literature examinations. This is significantly above the England average. All classes across the high school are taught in mixed ability groups.

In nursery, children follow the early years foundation stage (EYFS) curriculum. In the primary school, pupils follow the national curriculum for England. In the high school, the Award Scheme Development and Accreditation Network (ASDAN) is offered to Year 9 pupils and upwards and functional skills in English and mathematics. In Years 10 and 11, pupils study for the IGCSE. The school offers a range of International Diplomas from entry level to level 3, including introduction to vocational studies, business, enterprise and travel and tourism, and art and design. Years 12 and 13 study for their International Baccalaureate Diploma (IBDP). The vast majority of students move on to universities worldwide with a minority going to the UK.

The school is a member of the Federation of British International Schools in Asia (FOBISIA). St Andrews International School, Bangkok was inspected in March 2024 for the Inclusion Quality Mark, receiving both the Inclusive School Award and Centre of Excellence status.

Years 11 and 13 were on study leave at the time of this BSO inspection.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four 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.

Inspectors visited 95 lessons. Thirty-two of the lessons visited were jointly observed by an inspector and a senior member of staff. There were 41 meetings with leaders, teachers, pupils, parents, and members of the school's board.

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies, and strategic plans. They inspected the school's safeguarding arrangements. Inspectors also considered the views of parents, pupils and staff expressed in the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

St Andrews International School, Bangkok is an outstanding school and provides an outstanding quality of education for pupils from two to 18 years.

The school meets all of the BSO standards 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.

Attainment and progress **in English** are outstanding relative to pupils' starting points. A higher than usual proportion of pupils join the school part way through primary and high school and most are at the early stages of developing their English language skills. Support for pupils is highly effective and as a result they rapidly develop their understanding of English. Pupils with special educational needs and/or disabilities (SEND) or those with English as an additional language (EAL) make similar rates of progress to their peers. Girls make better progress than boys in reading at key stage 2 and at IGCSE.

Most children join the EYFS with underdeveloped language skills. They make rapid progress in literacy, communication, and language. Attainment is high. Almost all children achieve a Good Level of Development that is above the England average.

Attainment is high in primary, with the exception of writing in key stage 2. Highly effective interventions, including additional hours to improve fluency in reading and writing, are having a positive impact on pupils' work. In key stage 1, there is a strong focus on improving pupils' writing. In Year 2, 'James and the Giant Peach' helps pupils develop character description with synonyms and wow words, creating interesting and captivating sentences, continuing into key stage 2.

Throughout primary, there is a holistic approach to skills' development through the use of increased vocabulary and specialist terminology; for example, in Year 5 children use persuasive language such as hyperbole and alliteration. Pupils peer-review each other's work and accurately identify the next steps needed to improve their work and learning.

By the end of key stage 3, pupils are able to analyse critically a wide range of poetry and books and read and write with fluency, using appropriate tone for different audiences. The English department changed the examination board for IGCSE last year to provide a greater choice of literary texts and to ensure a smoother transition to the IBDP.

Pupils' attainment in English language and literature at IGCSE is similar to global averages at grades A* to C. The three-year trend for pupils' attainment at IGCSE is increasing year on year. -The school is confident of the increase in predicted scores for attainment over subsequent years indicated by the highly effective assessment tracking. In this highly inclusive school, almost all of the English language cohort are also entered for English literature and of these almost a quarter gain a high grade of A* to A, which given their starting points, demonstrates a high level of progress and attainment.

Most students study the IBDP as part of the highly inclusive culture of the school. For IBDP, the three-year average is just above the global average. Progress is strong with students successfully applying critical and evaluative skills to the analysis of texts from a wide range of literary forms. In a Year 12 lesson, pupils examined key terms such as emanata, ambiguity, visual irony and facial expression in relation to the graphic panels

in Satrapi's novel 'Persepolis' to demonstrate an understanding of how communication shapes the interpretation of rules and expectation.

Attainment and progress in **mathematics** in all key stages and in the early years are outstanding. At each key stage, pupils' attainment, often from low starting points, is above the national average for England and above world averages.

A significant number of pupils of all ages join the school part way through a year or key stage. They have different experiences of learning mathematics and varying prior attainment. These pupils make outstanding progress in relation to their starting points when they entered the school. Pupils with SEND and those who speak EAL also make outstanding progress. The attainment of boys is a little better than that of girls in most key stages but the difference is less than that seen in England. These differences are diminishing as a result of targeted intervention. The progress that girls make in mathematics from their starting points is equal to that of boys.

By the end of the Reception Year, the proportion of children meeting the expected standard in the EYFS profile in number, space, shape and measure is higher than the England average. Children are ready to make a flying start to the Year 1 curriculum in all these areas of mathematics. In the primary phase, pupils go from strength to strength. By the end of Year 2, they can add and subtract numbers with up to three digits, using formal column addition and subtraction. In Year 6, pupils confidently choose between equivalent simple fractions, decimals and percentages according to context. Pupils attain above England and world averages by the end of Year 6.

As pupils move through key stages 3 and 4, their mathematical reasoning and problem-solving skills become very well developed. They choose from a wide range of appropriate calculation strategies to analyse real-life complex problems such as levels of pollution.

All pupils are entered for IGCSE mathematics and a small number for IGCSE pure further mathematics. Attainment at the end of key stage 4 is well above world averages. In 2023, 91% of pupils achieved a grade A* to C in mathematics and 100% in pure further mathematics. In terms of higher grades, 50% of pupils obtained A* to A in mathematics and 40% in pure further mathematics.

In key stage 5, attainment at both levels of the IBDP is well above international averages. Students' progress from their IGCSE grades is outstanding.

Attainment and progress in **science** are outstanding.

Pupils reach standards in internal and external examinations, IGCSE and IBDP, that are significantly above world average. Similarly, rigorous internal termly assessments used in the primary phase indicate that attainment is high compared with pupils in England. There is no significant variation between groups of pupils.

Children in the foundation stage investigate mass and forces by trying to move objects of different weights. In key stages 1 and 2, pupils continue to make strong progress. Pupils' investigations help them to find solutions to scientific problems, for example when constructing mini-beast habitats, or learning about reflection and light.

In key stages 3 and 4, pupils build very strong research skills because their learning is carried out in well-equipped laboratories. Pupils develop excellent individual and collaborative research skills, which they effectively apply to the range of scientific processes that they encounter across the curriculum. Pupils confidently describe their research and findings orally, and in detailed written laboratory reports, appropriate to their ages.

At IGCSE, in 2023, the majority of pupils achieved the highest grades of A* to A in chemistry and in physics with similar outcomes seen in the previous two years. Biology is broadly in line with world averages as a minority of pupils achieved grades A* to A in 2023.

In key stage 5, students demonstrate excellent investigation skills in physics when setting up their own experiments to apply their understanding of wavelength to everyday examples such as x-rays. In chemistry, they analyse data on thermodynamic reactions using their thorough understanding of mathematical and scientific formulae.

In IBDP biology, chemistry and physics, students' average grade attainment over the previous three years has been consistent at grade 5. This compares favourably with international averages and demonstrates strong progress from starting points, given the range of students' abilities at the beginning of post-16 provision.

Pupils make outstanding progress in a range of **other subjects** across the curriculum. Pupils with SEND or EAL make similar rates of progress to their peers, relative to their

starting points. Overall, there is no significant gap between girls and boys. Over the previous three years, overall results in other subjects at IGCSE and IBDP have continued to exceed world averages when compared to a similar number of entries.

In primary, teachers work closely with specialist teachers and base learning on themes such as sustainability and science, technology, engineering, art, and mathematics (STEAM). French, Spanish and Mandarin are successfully taught in key stage 2. As a result, pupils are motivated and excited to learn, and their progress is strong.

All students successfully completed their Business and Technology Education Council (BTEC) International level 2 qualifications. At IGCSE, attainment in business studies, art and design, computer science, design technology, first language French, geography, and history is well above world averages. On average, the majority of pupils achieve one grade higher in physical education (PE) and over half a grade higher in art and design, design technology, economics, enterprise, computer science, business studies, history, French and Mandarin.

In the IBDP, the majority of students attain standards above world averages, most notably in business management, geography, economics, computing, PE and Spanish. In a Year 12 class, students were working collaboratively, all engaged in a data analysis inquiry, creating a successful strategic business plan with recommendations for sales forecasting.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching and assessment is outstanding overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).
- The standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the standard (see Part 5 below).
- The provision of information for parents meets the requirements of this standard (see Part 6 below).

- The school's procedures for handling complaints meet the requirements of the standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken between Monday 29 April 2024 and Friday 2 May 2024, the school has demonstrated that it meets the BSO standards 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 independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

The standards relating to the quality of 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 school's **curriculum** is outstanding. It provides an exceptional combination of breadth, depth and choice. It matches the school's ambition to develop the whole child. While promoting academic progress, it also celebrates and embeds creativity and sporting performance.

Across all phases, the curriculum is coherent and well planned. Leaders often review it so that it continues to engage and motivate successive cohorts of pupils. It is ambitious for all pupils, including those with SEND, those who speak EAL and those who join the school after the start of a year or key stage. Leaders and teachers make sure that effective support allows these groups to follow the same curriculum as their peers with success.

The school's highly inclusive ethos is reflected in the curriculum being as broad as possible for as long as possible. In this way, pathways remain open, especially for those who need time to catch up. The key stage 5 open-access senior-studies programme also reflects the school's commitment to inclusion. Alongside academic routes, there are a number of alternative flexible pathways which are available to all students, whatever their prior attainment. For example, Level 3 BTECs in Enterprise and Travel and Tourism were introduced in 2021 with the first cohort of students completing their qualifications in 2023.

Pupils learn about the values that are enshrined in British law: respect, individual liberty, democracy and the rule of law. Most subjects contribute to pupils' knowledge of Britain.

In history, pupils learn about the monarchy, the two world wars and the Black Death. In English, they study literature written by English authors, including plays by Shakespeare. They learn about Thai culture and institutions and compare them with those in the United Kingdom.

There is a rich and varied programme of extra-curricular activities which are very well attended. There are many off-site visits which make good use of the culture and heritage of the local environment. Visits by representatives of prestigious international institutions contribute to raising pupils' aspirations. For example, the New York Julliard School runs music, drama and dance workshops. Collaboration with the Massachusetts Institute of Technology (MIT) offers pupils in the high school an introduction to inter-disciplinary STEAM learning through a range of hands-on challenges. Through the wider curriculum, the school helps pupils to become well-rounded global citizens able to develop new interests to a high level.

Pupils work closely with charities and companies in the local community to make a positive difference, for example, 'Thai Operation Smile'.

The school prepares pupils very well for the next stage in their education both within and beyond the school. Three counsellors give pupils and students in the sixth form up-to-date careers and academic guidance. They help pupils and students to choose school subjects and university courses which match their personal and career aspirations. The school's curriculum prepares pupils well to enter or re-enter the British educational system and gain access to British universities.

Starting from the early years, taking into account their age and stages of maturity, pupils learn about matters such as healthy relationships, sexuality and consent. Subject curriculums and the Personal, Social, Health and Economic Education (PSHEE) programme help pupils to reflect on respect for people with differing characteristics including age, gender, sexual orientation, race, religion, disability, pregnancy and maternity. Current Thai law prevents the school from addressing gender reassignment and marriage and civil partnership.

The quality of **teaching, learning and assessment** is outstanding.

Teachers have excellent subject knowledge and secure knowledge of the assessment strategies and examination requirements for their subject. They consistently apply this knowledge and their understanding of how pupils learn to motivate pupils to achieve their best. They plan interesting lessons and use a variety of techniques, such as

blended learning, independent, paired and group work, and project-based learning in primary to engage pupils.

Collaborative lesson planning and reflection are features of the school and contribute to consistency across year groups. Learning resources are on shared drives so that all teachers can gain access to them. Teachers set clear success criteria and use a range of resources and activities to support pupils' learning. In most lessons, there is effective use of bell exercises; that is short, focused activities that stimulate learning and revise pupils' prior learning well.

Teachers' interactions with pupils, including skilful questioning, lead to meaningful discussion that deepens and extends pupils' knowledge and understanding. Independent and peer-assessment is used well in most lessons. There is effective assessment for learning in most lessons with comprehensive tracking that supports pupils' progress.

Teachers provide detailed and constructive written feedback to pupils to help them improve the quality of their work. When teachers provide written feedback, pupils address it, and either the teacher re-marks the work or often the work is peer-assessed to ensure appropriate action has been taken. Most pupils take pride in the organisation and presentation of their work, reflected in the high standard of their work in books. There are effective approaches to ensure that the individual needs of pupils are met, such as differentiated learning.

Learning support assistants make a positive contribution in many lessons which helps to ensure all pupils, including those with SEND and EAL, remain fully focused and make good progress in line with their peers. There are 50 pupils on the 'Stars' programme in primary and the 'Embracing Differences' programme in the high school. These programmes provide very effective support for pupils with high needs. Some pupils spend much of their time in the main school, working with their peers, whilst others will spend much of their time with specialist teachers and therapists.

The learning environment is enhanced with displays of suitable prompts to support pupils' excellent progress in acquiring new knowledge, skills and understanding. Teachers use technology to deliver subject knowledge and also to set out the requirements of assessment for learning and the applicable responses. Pupils use whiteboards and tablets to record their responses and carry out independent

research. The intentional seating arrangements foster positive behaviour and ensure teachers know where the pupils that need the most support are sitting.

In science there are opportunities for pupils to develop their scientific enquiry skills and connect their learning with real-life examples and experiences. In mathematics, Year 7 pupils enjoyed playing a game that helped them understand the concept of probability. In English, at an age- and stage-appropriate level, pupils are able to analyse a wide range of poetry, and books and read and write with fluency using the appropriate tone for different audiences.

Middle leaders provide in-house training for staff in the areas in need of development, or when new approaches are being introduced. Staff are also signposted to external training on the understanding that they cascade knowledge to colleagues. The recently introduced lesson observation coaching framework is helping to identify best practice and areas for improvement.

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

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi) of the UK Equality Act 2010 that cannot be met due to the laws of the host country.

St. Andrews International School is proudly inclusive. Pupils are enthusiastic advocates for equality and diversity. The whole school community embraces and celebrates the very wide range of races, cultures and religions represented in the school and local community.

Respectful and courteous relationships permeate all aspects of school life. When learning about Buddhism, pupils gain an awareness of the requirement to treat their elders with respect. Through the inclusive nature of school life, assemblies and PSHEE lessons, they develop an understanding of and respect for their peers who have additional needs, including physical, emotional and cognitive. The existence of an LGBTQ+ group in the school shows an understanding of and respect for differences in sexual orientation.

All children from Year 3 to Year 13 have the opportunity to strengthen their international perspective by participating in collaborative activities and conversations with other pupils around the world through a virtual-learning platform. They learn about life in other countries, including in the UK, and make comparisons with Thailand. Pupils learn about respect, individual liberty, democracy and the rule of law. Most subjects contribute to pupils' knowledge of Britain. Pupils learn about the monarchy, British politics and the National Health Service (NHS). Years 12 and 13 covers life skills at a British University in preparation for them moving away from home and living in a foreign environment without as much family support. Celebrations of remembrance, coronations, and royal occasions allow students to connect with British culture.

In all phases of the school leaders have designed and mapped a very comprehensive PSHEE programme. From EYFS to Year 13, in an increasingly mature way, pupils learn to reflect on themes such as red flags in relationships, personal well-being and puberty. They learn how to build self-esteem, for example, when reflecting on when they 'feel seen'.

Pupils thrive in taking on responsibilities such as leading assemblies, being house captains and helping younger pupils to read. Staff recognise the strong contribution that even the youngest pupils can make to developing the school. They regularly gather and analyse pupils' views about school life and take them into account when making changes. The school gives pupils many opportunities to enter local, national and international competitions at a high level.

Pupils learn to be guardians of the planet and good citizens, including being good digital citizens. They reflect on their own digital footprint and its implications for them later in life. They sign a contract which commits them to using technology safely. They can lose that right if they misuse devices.

Pupils enjoy learning and sustain concentration for long periods. From entering the school at the age of two, children learn to listen, follow instructions and share. Even the very youngest listen to teaching staff with rapt attention. This strongly positive behaviour for learning continues and develops in each phase of the school and contributes to pupils' academic progress as well as their wider personal development. Pupils of all ages collaborate well in groups and pairs, helping each other and learning from each other. Their learning is enhanced by high levels of resilience and independence. Displays remind pupils not to be afraid of making mistakes, for

example: 'practise, make mistakes, fix mistakes = mastery'. Pupils are curious learners. From the early years upwards, they ask teachers questions which relate to future learning that they have not yet covered.

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

The welfare health and safety of the pupils are outstanding.

There are rigorous arrangements in place for safeguarding and protecting pupils. All staff are suitably trained in safeguarding, when they first join the school, and there are regular updates for everyone during the year. The school organises informative workshops for parents. Thai safeguarding guidance is closely aligned with British requirements, such as Keeping Children Safe in Education, so that staff become fully familiar with and adhere to national and British standards. Training is led by qualified, designated safeguarding leads, who maintain detailed, confidential records of actions taken. There are efficient systems for working with other agencies, such as Thai Childline, which are clearly signposted in handbooks and guidance for parents and in school displays. As a result, staff and pupils fully understand their responsibilities of care and protection.

The very positive behaviour which characterises learning and social times in the school is based on three expectations: Ready, Respectful and Safe. These expectations form a part in every classroom. On the rare occasions when individual pupils fall short of the school's high expectations of behaviour, staff engage them in restorative conversations, helping them to understand the impact of their actions on themselves and others.

School procedures ensure that pupils are exceptionally well cared for. Pupils and their families state that they are made to feel very welcome from the start, at whatever time of the year that they join the school, so that they quickly settle into the routines of the school and form friendships. Pupils of all ages know who can help and are familiar with the systems in place if they require guidance or support. They form trusting relationships with teachers and tutors.

Leaders ensure that pupils and staff work in healthy and safe environments. Classrooms, dining areas and corridors are clean and hygienic, and there are excellent medical and first-aid facilities managed by qualified nurses. There is sufficient shade in playgrounds for pupils to make the best use of the different areas of the outdoor

environment for play, recreation and to socialise. Pupils show a remarkably well-developed sense of managing risks, for example by closely following all safe-practice guidance in science laboratories.

There are robust, written risk policies and assessments, specifically geared towards the very wide range of activities available. Lifeguards accompany school visits and residential where there is likely to be any proximity to water. School leaders ensure that vehicles are well maintained and that drivers and bus monitors are fully trained in safeguarding and first-aid procedures. The unrelenting focus on managing risk is observed from the moment pupils arrive in the morning until their departure at the end of the school day.

Pupils' attendance levels are very similar to England averages, with an overall attendance rate of 93% in the current academic year. Pupils arrive punctually for lessons.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has a dedicated human resources team of three that ensures that background checks comply with the requirements for staff working with pupils and for those who are not directly employed by the school, such as the board, outsourced companies or contractors.

The school keeps a single central record of all staff. It is robust and securely maintained to ensure the confidentiality of all staff. The principal and the safeguarding lead from NAE check it regularly with rigour.

The school has a robust recruitment process. The recruitment procedures check the identity of prospective staff, their medical fitness, qualifications, the right to work in the host country, police checks and character references from their previous and current employer, in order to determine their suitability to work with the children. Those involved in the appointment of staff have undertaken safer-recruitment training.

The school is able to recruit high quality staff. The majority of teachers have British teaching qualifications and have the appropriate subject or phase specialisms. All teaching assistants and learning support assistants are qualified graduates. Most of the teaching staff are expatriates, with a wide range of international experience.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

Both the primary and the high school sites are of high quality, safe and well maintained and resourced. Classrooms are all of a high standard, spacious, light and airy and well equipped. They all have access to a central area and use it for break-out activities. The laboratories, design and technology rooms, theatre and drama spaces, library and specialist facilities for SEND and EYFS, are of high quality. The school is committed to continuously improving campus aesthetics by integrating water features and greenery to enhance the environment.

The provision for high needs pupils is exceptional. For example, the accommodation for 'Stars' pupils in primary consists of four specialist classrooms, three break-out spaces, a kitchen and art area, a group and individual therapy area, and an outside play area. There are ample separate toilets for pupils and adults to meet requirements and they are clearly marked and well maintained.

The school has an AstroTurf pitch, and fitness and yoga centre, plus access to 25-metre swimming pools, all-weather pitches, and sports courts. There are also covered areas for outside play. The swimming pools are well maintained with regular daily water testing. Qualified coaches support the school's curriculum and the extensive after-school programme. The separate changing rooms are of a good standard. Lifts on both sites ensure that the sites are fully accessible for staff and pupils with restricted mobility. Clearly marked drinking water is available on every floor on each site and is regularly tested.

The clinic is staffed by fully qualified nurses. Medicines are stored safely and there is comprehensive record keeping. One hundred and fifteen staff are first aid trained across the two sites. There are ample first aid kits dispersed across both sites and the location of defibrillators is clearly marked. The areas designated for the dropping off and picking up of pupils are safe and well managed on both sites. Evacuation procedures are clear, routes well marked and there are regular practices. All fire equipment testing is up to date.

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

The school meets the requirements of this BSO standard.

Parents have high regard for the quality of contact and communication that they enjoy with staff at all levels in the school. Parents form particularly strong partnerships with teachers and tutors. They praise the speed at which communications and concerns are dealt with. In the most recent parental survey, 93% agreed that the school responds efficiently and effectively to any concerns 'very often within an hour', as a number of parents commented. Parents are knowledgeable about the different members of staff whom they can contact in a range of circumstances. They appreciate the school's willing role in facilitating contact between parents, such as the encouragement of social media contact groups.

There are very effective arrangements in place for exchanging information through electronic media, the school's learning platform and in person, so that parents are very well-informed about their children's progress and school events.

School leaders are very keen to gather parents' views on the range of provision, as well as on their children's progress and achievements. For example, the school consults parents on its growing contacts with the community, welcoming suggestions for expanding its links, so that many parents become actively involved with the good causes which the school supports. School leaders report back to parents on the results of consultations through the learning platform.

Parents are equally enthusiastic about the quality of information contained in formal, termly written reports. They welcome the opportunity to discuss their children's achievements with staff following receipt of these reports. Parents commented that teachers were very experienced and dedicated, bringing the best out of the pupils.

There is a range of high-quality guidance available on the 'Parent Essentials' pages of the school's website. This information is targeted precisely at different age groups, including advice to new parents and families on the school's admissions policy, its provision for SEND and EAL pupils, and board member details. There is clear information on important policies and procedures, such as behaviour expectations, safeguarding and the range of visits and residentials. In addition, parents welcome the clear information on well-being, how to report absence and the 'Bring Your Own Device' section, covering the use of phones and tablets in the high school.

Parents appreciate the help and guidance they receive when their children join or leave the school. They understand that the promotion of British values is a core element of the curriculum. Parents confirm that this helps them to make decisions such as which British universities are most suitable for those who decide to follow that route.

Part 7. The school's procedures for handling complaints

The school's procedures for handling complaints meet the requirements of this standard.

Parents have access to the complaints policy on the school's website. The policy has four stages that are outlined with relevant timescales. The policy has clear guidelines for dealing with complaints, including steps that could eventually lead to a formal complaint being referred to a representative of NAE. There is provision for an independent panel to be convened should a parent not be satisfied. The policy is reviewed annually.

Parents and staff have built strong relationships based on understanding and trust. As a result, all concerns are fully resolved informally and promptly. This successful approach has meant that in the previous two years the school has received no complaints. Overall, the school has received no complaints since 2015.

Part 8. Leadership and management of the school

The leadership and management of the school are outstanding.

St Andrews International School, Bangkok is a well-established, inclusive school that has crafted a strong vision: 'Our mission is to provide an inclusive, international education in a safe, happy, supportive and stimulating environment where all the needs of the individual learner are met'.

The leadership of the school is exceptionally strong at all levels. The principal is well supported by a highly-motivated and talented team. Senior leaders and middle leaders pursue excellence with tenacity and resilience at all levels, throughout the school. They are constantly and relentlessly looking at the school population, context and needs. Together they have established a school with inclusion at its heart and a vision for academic excellence and personal development. Staff state that the school

cares about them; that there is a trust that goes beyond the creation of the team and that trust is at the heart of the school. The leadership ensures that the BSO standards are consistently met. Consequently, the school has a strong capacity to improve still further.

Senior leaders are reflective and draw upon feedback from all stakeholders. There is a strong culture of continuous improvement and risk-taking underpinned by professional development. Teachers stated that the school's leadership is available to staff and listens to new ideas and that they have a good level of autonomy in trying new things.

Senior leaders have a realistic, thorough and highly accurate understanding of the school's strengths and areas for further development. Departmental action plans, departmental examination analysis and faculty development are all woven together. There are strong links to the overall school development plan, clearly outlining the strategies to improve further.

Senior and middle leaders regularly update their views of the school's performance using the latest data analysis. The school has successfully implemented the strategic use of progress and attainment data in the IBDP. It has not yet fully established the use of similar progress and attainment data systems in other key stages.

The review of all teachers' and senior leaders' performance management is focused and thorough using the 'now, gap and ambition' approach and systematically aligned to the department, faculty or school development plans. The regional managing director ensures that there are clear annual objectives set for the principal through the NAE performance management system to improve the school's management and operation.

The board is very knowledgeable and sharply focused on maintaining high standards. The board takes its legal responsibilities seriously. Members hold leaders to account effectively for the school's performance. The regional managing director from NAE has been an excellent support and sounding board for the further development of the school. There are regular telephone conversations and meetings where staffing, facilities and the improvement of the learning environment are discussed to ensure that the school is moving forward. As a result, the school's development plan is carefully monitored.

The board ensures that the school operates legally and has clear financial policies. Senior leaders work in cooperation with the board and their separate responsibilities are understood and respected.

Regular surveys from the school and NAE along with informal parental feedback ensure that the school gathers valuable insights and opinions from all stakeholders to influence decisions and drive meaningful change. The vast majority of parents agree that their child enjoys being at the school and feels safe. They talk about an 'inclusive, happy, great school'. Pupils say, 'The way that teachers teach in the school sets you up to think about how you want to learn and what you need to learn'. The well-being survey platform has been very well received by pupils and parents, allowing another layer of communication and support.

The school, supported by NAE, has built a strong culture through the yearly employee engagement survey. The vast majority of staff are proud members of the school. They talk about a culture of trust and respect. The majority feel supported and use their professional development highly effectively to support the school to continue to improve further.

The school's recruitment procedures ensure that newly appointed staff systematically share its values and support its vision and that they are deployed effectively.

Academic and administrative teams are highly effective across the school, feeling empowered to work on improvements in their areas of responsibility. Teachers and other adults working around the school are excellent role models for pupils.

The promotion of equality of opportunity is at the heart of the school's values. The school has a robust culture of care and safeguarding, ensuring the emotional well-being of all of its pupils, students and staff at all times.

EYFS provision

Most of the 124 children in EYFS join with underdeveloped language skills. They make rapid progress in literacy, communication, and language. At the end of the foundation stage most children achieve a Good Level of Development that is above the England average.

Teaching is imaginative and engaging with extra support provided for those who need it. Children accurately identify sounds and letters, count confidently, develop a deep understanding of the numbers relevant to their age and stage, and recognise the relationships and patterns in numbers. The school introduced Monster Phonics in the previous year from foundation stage to Year 3, ensuring continuity.

The teaching of phonics is outstanding. In a foundation stage 3 lesson, children repeated the 'oa' sound modelled by the teacher. They correctly used the sound to identify five pictures such as 'goat' and 'soap' and used actions to reinforce the word. When writing the teacher set high expectations with regard to finger spacing and correctly formed letters. Differentiation is strong with one group continuing to work on sentences and another that needed greater support focusing on word structures.

Leadership of the foundation stage is outstanding. There is collaborative planning of curriculum delivery followed by reflection with a strong focus on the best outcomes for the children. Teachers are highly skilled with strong subject knowledge. Well-qualified teaching assistants and helpers effectively support teachers to ensure the smooth implementation of routines including lunch and snacks, toileting, and changing for swimming, while also providing enriching additional play opportunities for children. Most children develop their fine and gross motor skills, strength and balance well.

Children receive a high level of pastoral support, and their behaviour is exemplary. Relationships with parents are strong. Home visits are undertaken before children join the school and there are focused meetings with parents across the foundation stage each term and a detailed report of their child's progress provided in term 3.

Post-16 provision

Post-16 provision is outstanding.

Students build upon the excellent standards of achievement that they have reached in previous years. As a result, students in Years 12 and 13 are extremely well prepared for the next phases of their education and lives. In the previous academic year, almost all of school leavers went on to university, a minority of whom went to British universities.

In English, mathematics and sciences, students out-perform their peers when comparing to international averages because they consistently gain high passes in

IBDP examinations. The tracking systems employed in post-16 classes demonstrate that the majority of students are on course to attain the highest grades in this year's IBDP assessments. Teachers have excellent subject knowledge and prepare students very well for assignments and assessments through the regular use of past examination papers in lessons. As a result, students have a clear idea of examination techniques and subject expectations. There is a very wide range of IBDP courses available. In addition to the subjects above, students are able to choose from a range of modern languages, business and commercial subjects, humanities and technologies. The knowledgeable and experienced careers tutors add skills and expertise to the student guidance processes, which ensure that high numbers of students persist through Years 12 and 13 to complete their studies, and that students are well informed about careers and work opportunities.

Leaders have recognised and responded positively to the need to broaden the range of curriculum pathways for post-16 students. The recent introduction of BTEC International Diploma qualifications and the IB Career-related Programme (IBCP) promotes greater inclusivity and has enabled 10% of students to follow these courses, which meet their particular strengths and needs. Students and their parents particularly welcome the introduction of work experience and vocational education in the curriculum. Students are eager to broaden their personal achievements and most willingly participate in volunteering and community action, for example through the Mission Thailand programme.

Compliance with regulatory requirements

St Andrews International School, Bangkok meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). St Andrews International School, Bangkok encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, sex, sexual orientation as set out in the Equality Act 2010.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development.

Although the school has implemented the strategic use of progress and attainment data in IBDP, it has not yet fully established the use of similar progress and attainment data systems in other key stages of the school. Leaders should strengthen the strategic use of progress and attainment data at a whole-school level so that it matches the good practice seen on the IBDP programme. As a result, this data will be used strategically in school improvement processes and will ensure that all students can be the best that they can be.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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Leadership and management

Overall effectiveness of leadership and management	x			
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School Details

Name of school	St Andrews International School, Bangkok
Type of school	International School
Date school opened	2001
Age range of pupils	2 to 18
Gender of pupils	Mixed
Number on roll (full-time pupils)	SRD
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	365,400–730,200 THB
Annual fees (boarders)	N/A
Address of school	Primary School: 9 Soi Pridi Banomyong 20, Sukhumvit Soi 71, Wattana, Phra Khanong, Bangkok 10110, Thailand. High School: 1020 Sukhumvit Road, Phra Khanong, Klong Toei, Bangkok 10110, Thailand.
Telephone number	+66 2381 2387/+66 2 056 9555
Email address	officeps@standrews.ac.th
Headteacher	Paul Schofield
Proprietor	Nord Anglia Education

GLOSSARY

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

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

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

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

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

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

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

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

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

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

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

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

Leadership – Leadership at any level (for example 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 His 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 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

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.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims 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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