

# St Andrews International School Sukhumvit 107

## ISQM Accreditation Report

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## 1. Introduction

### 1.1 Education Development Trust accreditation

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

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

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

#### Principles underpinning the accreditation model

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

#### Grades awarded

Judgements are made on a four-point scale as:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Unsatisfactory

#### Accreditation status

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

- Standards and achievement
- Teaching and learning
- Leadership and management

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

- Standards and achievement
- Teaching and learning
- Leadership and management

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

Standards and achievement  
Teaching and learning  
Leadership and management

## Evidence base

### Introduction

This ISQM verification visit was carried out by a team of three Education Development Trust inspectors. During three days, inspectors observed 29 lessons, conducted extensive scrutiny of students' work in books and held 23 meetings with staff, students, parents and governors. The scrutinies of students' work were in English, mathematics and science and inspectors also analysed school documentation provided by leaders before and during the visit. There were also learning walks to evaluate the quality of displays, accommodation and resources and meetings with a group of key stage 1 and 2 students to hear them read.

## 2. School context

St Andrews International School Sukhumvit 107 is an inclusive co-educational school for children from ages two to 18 years. The vision has recently been refocused around the strategic goal of 'To be known as Team S107: a place where everyone succeeds in a community of care'.

The proprietors are Cognita whose vision is 'building self-belief and empowering individuals to succeed'. The school's website states that it is 'dedicated to offering all our learners an outstanding, rich and varied experience where they will join our welcoming and diverse school community with students, parents and teachers coming from over 40 different nationalities'.

The school is situated in Bangkok, accessible from the city, with the school's entrance at the foot of the Bearing BTS station. There has been much improvement to school facilities through new build or refurbishment, including a 4000 square metre multi-purpose building.

The school is an inclusive, diverse community with around 40 different nationalities including Korean, British, Chinese and half of the school population being Thai. Currently, there are 456 students on roll, with 40 in the sixth form. The numbers of students in primary are significantly smaller than those in secondary. There is some growth year-on-year and numbers on roll are likely to be around 470 by the end of this academic year. This is a truly inclusive school with a high proportion of students with special educational needs and/or disabilities. Around 80% speak English as an additional language, with above-average numbers of students in receipt of extra support, although this varies from year to year. Mobility has been high, reflecting the parental choice in Bangkok, with 10-20 students arriving at the start of each term.

Children in foundation stage follow the early years foundation stage (EYFS) curriculum. In key stages 1 and 2, the primary years programme, accredited in February 2019, is used alongside the national curriculum for England. Secondary students study for the International General Certificates of Education (IGCSEs) and the International Baccalaureate Diploma Programme (IBDP). Leaders opened an Award Scheme Development and Accreditation Network (ASDAN) pathway in 2018/19 for a small number of students who also follow some IGCSE qualifications. There is a wealth of enrichment opportunities to develop linguistic, cultural and physical development, including Thai dance and playing the 'ranad', debating and school plays, musicals and music recitals. Students leave St Andrews S107 to continue their education across the world in highly respected places of learning.

There have been significant changes to leadership at all levels since the last accreditation visit, including a new head of secondary, a learning support coordinator (SENCo), a head of science, key stage leaders for key stages 1 - 4 and a head of marketing and communications. Most significantly, a new head of school joined in August 2018. He has set a clear direction, alongside strengthening systems and provision across the school, including curriculum and parental engagement. Governance is through the Singapore Asia Cognita Leadership Team. They conduct rigorous audits and offer strong support to the head of school, whilst empowering him to shape developments in Cognita as well as allowing him the autonomy to develop his own school's distinctness. Leaders take note of staff feedback to aid recruitment through the 'Voice of the Employee' process. Consequently, staff turnover has reduced significantly this year, reflecting the impact of the new head of school in establishing a clarity of vision and supportive ethos, combined with staff development and accountability.

## Report summary

### Accreditation status Accreditation status

St Andrews International School Sukhumvit 107 is recognised as having met the required standards for accreditation.

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

This accreditation is valid from 15 May 2019 to 15 May 2024.

## Overview of main strengths and areas for development

### Report headlines

- The overwhelmingly positive ethos and sense of community which permeates all aspects of school life.
- Strengthened leadership from the new head of school who has set and communicated a clear vision, direction and rationale to all.
- The rigorous and stringent approach to safeguarding which reflects the commitment of leaders to a school-wide culture of safeguarding and support.
- Students' enjoyment of school and their love of learning.
- The breadth and quality of the experiences which enrich students' learning and promote strong personal development.
- The breadth of partnerships which encourage leadership, curriculum development, an awareness of others and democracy.
- The faith of parents in the current leadership of the school and their increased involvement in school life.
- Strong governance which supports, challenges and empowers school leaders.

### Recommended areas for development

- Building upon the increasingly strong practice, further improve the quality of teaching and learning by:

- providing all students, regardless of their ability or starting points, with the fine-tuned, specific and aspirational feedback they need to make outstanding progress and reach the highest possible standards across all subjects.
- ensuring that all teachers use their planning to meet the needs of all students by deepening and extending fully the knowledge and understanding of all students, recognising and maximising all opportunities in lessons to do so.

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

#### **Highlights and Recommendations**

- A very large proportion of children start school with communication and language skills in **English** below those typical for their age. Throughout early years, children develop confidence and fluency developing writing from mark making to full sentences. Overall, progress in early years is outstanding and good in primary and secondary. In secondary, most students develop their analytical skills well but do not always develop their writing stamina and accuracy sufficiently. Students' progress is outstanding in post-16, as they move from average and low attainment in IGCSE to be in line with or above international averages in the International Baccalaureate Diploma Programme.
- As a result of the increased rates of progress made by children in **mathematics**, by the end of Reception, the proportion of children reaching the required standard is good and rising still. Students make excellent progress in mathematics by the end of key stage 2 and their problem solving and enquiry skills are very strong. However, variation in attainment remains. In key stages 3 and 4, students' attainment is high when compared to international standards with IGCSE results at grades A\* - C well above the world average. Students are becoming proficient mathematicians.
- In **science**, attainment is good in all phases when compared with international standards with progress good in all areas and outstanding in secondary. Students are curious from early years to post-16, learning to think like scientists and being critical about what they find. By the end of their school life, they are able to apply their scientific skills to real-life situations.
- Students gain confidence and competence in the use of **technology** as they progress through the school. It makes a significant contribution to their learning through a research tool as well as to assess their own performance. As a result, standards are rising from the good progress and attainment overall.
- A significant proportion of students join the school mid-way through key stages. They are settled and supported well either through learning support, language provision or simply by students welcoming them.

In **English**, children enter early years with communication and language skills below, and often well below, those expected for their age. Children's speaking, listening and early writing skills improve as they move from Nursery to Reception due to a language-rich environment led by all adults through questioning and conversation. In Reception, the most able children are able to form letters and words at the start of the year, culminating in moving to sentences about 'The Evil Pea' story which sparked their enthusiasm.

By the end of key stage 1, most students reach and/or exceed age-related expectations in writing; for example, they can use different tenses in story writing. In one class, children wrote in the style of AA Milne when developing their own poem based on 'When We Were Six', using both humour and rhyme. The focus on grammar is developing writing power. Students proudly show their vocabulary building through technology in Bug Club and Seesaw. Whatever their proficiency in reading, pupils are confident to read aloud with growing fluency and intonation.

By the end of key stage 2, students write for different purposes with increasing accuracy. The most able write balanced arguments using key phrases to express the different points of view. Lower-ability students create diary entries using a variety of tenses and punctuation to express themselves well. Older students have good research skills, using their findings to create informative pieces such as a recent project on coal power.

Students make good progress across key stages 3 and 4. In Year 7, students are exposed to challenging texts, developing their analytical skills with the character of Frankenstein's monster. By Year 10, students are confident and skilled in giving detailed responses to unfamiliar texts. The high level of oracy in lessons is a key factor in students' development of writing skills but there are too few opportunities to develop writing stamina.

In 2018, students' attainment in IGCSE English language at A\*-C was above international averages; however, this was below for A\*/A grades. These outcomes represent good progress and the attainment for 2019 is predicted to improve on these, particularly at the high grades. For those students who continued their study with the International Baccalaureate in English language, attainment was above the international average in 2018. Learning in lessons showed significant progress for students who had achieved C grades in IGCSE now working above international averages. Students are hungry for new vocabulary and their written work shows greater sophisticated structures and words as a result.

Attainment in **mathematics** is good across the school, including the post-16 phase. Students make exceptionally strong progress in the early years and this rate of progress is maintained through the primary and secondary phases. Post-16 students make good progress in their mathematical studies.

Most children join the school with levels of knowledge, understanding and skills in number which are well below those typical for their age. The rates of progress made by children have been increasing over recent years and, by the end of Reception Year, the proportion of children reaching the expected standard in number is good and increasing. Students make rapid progress due to the consolidation of key mathematical ideas, processes and methods. As a result, they are well prepared to build upon their achievements as they transfer to the primary school.

By the end of the primary school, whilst there is some variation in attainment in mathematics over time, the overall standard reached by students in Year 2 compares favourably with international benchmarks. By the end of Year 2, students can add, subtract, multiply and divide two-digit numbers and solve simple problems, involving the accurate addition and subtraction of different currencies.

By Year 6, students' attainment is variable when compared to international standards. However, current evidence derived from lesson observations and students' work in books indicates that



attainment has strengthened to be good. Students make excellent progress in mathematics in key stage 2 as a result of the development of problem-solving and enquiry skills, taught using a commercial scheme of learning. Consequently, Year 6 students are confident in multiplying by 1,000, can calculate percentages from fractions and read and convert units of measurement accurately.

In key stages 3 and 4, students attain levels that are high when compared with international standards. IGCSE results at grades A\* - C are well above the world average. Students' enjoyment of mathematics ensures that they become very proficient in the use of mathematics to problem solve in a variety of contexts.

Post-16 results show outstanding progress being made by students in their studies.

In **science**, attainment is good in all phases when compared with international standards. Progress is good in early years, primary and post-16 and outstanding in the secondary phase.

Young children in early years widen their scientific understanding of the world, themselves and materials as they learn English. They explore the properties of everyday objects, showing curiosity and excitement when they observe changes. For example, children in Reception observed how a liquid changed when powder was added, mixing the two ingredients to make 'play cakes'. Children use their growing English vocabulary to describe how different objects move and can change direction. They are confident to explore the garden play areas outside their classrooms, examining different leaves and twigs and learning that plants need food, water and light to grow. In the understanding the world early learning goal in 2018, children achieved just above the UK average, representing very strong progress and improved outcomes on those of 2017.

Primary science is taught through units of inquiry. By the end of key stage 1 in 2019, the school's tracking shows that 90% of students are making good or better progress, which is higher than the previous two years. Lessons and books reflect this strengthened progress and improved attainment, with 43% exceeding age-related expectation. Students who joined the school during the current year did not make expected progress and required additional support to access the unit of inquiry.

By the end of Year 6, students' attainment is good. In 2018-19, progress at the end of key stage 2 is good or better for 82% of students, which is a slight fall from the previous year.

In 2018, attainment in IGCSE co-ordinated science at grades A\*-C was 92.8%, which is higher than the international average; A\*/A grades were just below the international average. Attainment in IGCSE combined science at grades A\*-C was slightly lower than the international average. In lessons and books, students show well-developed scientific skills when carrying out practical investigations and enquiry. They use complex scientific terms and language to hypothesise, plan investigations and make sound arguments for predictions.

Year 12 students are confident to apply their learning to solve challenging real-life problems in contemporary society; for example, applying their knowledge of separating DNA to identify criminals or paternity.

Attainment in **information and communication technology (ICT) and computing** are good across the school. Students make outstanding progress in the early years and post-16 with good progress in the primary and secondary phases.

By the end of key stages 1 and 2, the vast majority of students meet or exceed age-related expectations, with attainment levels increasing year on year. Students are confident and competent in using ICT as a learning tool. For example, Year 5 students recorded themselves making presentations in science to reinforce their understanding of the solar system. Students' progress in ICT through the primary school is good. They use iPads confidently and expertly for research and become more skilled in their application of ICT to solve learning challenges. They know how to access specialist online resources and applications, using these to further their understanding of other subjects such as mental mathematics challenges. They use quiz applications, virtual reality (VR) headsets and online homework packages with confidence.

Whilst the attainment of students in the secondary school is increasing, it remains just below international comparisons at IGCSE level. However, the progress made by students given their starting points is good. Internal school records show that the majority of students are making good progress and for a significant number progress is outstanding.

Post-16 students attain well and make good progress in their understanding of computing and their use of ICT to support their learning in different subjects. For example, in English, students edit their writing online using the electronic communication from their teachers. This is leading to strong gains in their language accuracy and writing stamina.

## **Standard 2: Students' personal development**

### **Highlights and Recommendations**

- Attendance has improved significantly and, at 94.4%, is now closer to UK averages due to the increased rigour in monitoring and addressing absence.
- Punctuality is excellent at the start of the day and between lessons, meaning that little learning time is lost.
- Students' behaviour is excellent and they are enthusiastic learners.
- Positive and respectful relationships between students and between students and staff are evident in all phases of the school.
- Students take pride in being active members of a truly international community where diversity is celebrated.
- Students display high levels of respect and tolerance of others and are very aware of the need to protect the environment.
- High levels of collaboration are characteristic of lessons and a wide range of activities.

Students' personal development is outstanding. Students are polite and understand the importance of being courteous to others, regardless of their age, background or role at school. This is evident in the way that they greet maintenance staff, opening doors and being aware of the importance of their role in the whole-school community. They willingly take on posts of responsibility, within the classroom or as team leaders in sporting, cultural or charity events. Primary students gain meaningful experience of active citizenship through the 'Voice of the Student', with elected officers and a general council of class representatives.



The harmonious relationships between adults and students provide students with strong role models for their own behaviour and interaction. Teachers treat students and their work with respect and this is a solid platform for communication when students are anxious and need to share a concern. Teachers establish a warm, supportive atmosphere where learning is encouraged and flourishes.

A small number of students join the school throughout the year and are warmly welcomed. Students provide friendship and guidance, seeing themselves as ambassadors for the school and playing a part in the formal induction programme. They show concern for each other if they are hurt or upset by offering comfort and friendship.

Students' behaviour is excellent in lessons and at play. From early years, they listen and take turns in games; by primary, students collaborate as learning partners in lessons, gaining skills for teamwork. They understand the need for agreed rules and follow them. Students feel safe in school, where bullying is rare and any incident that does occur is dealt with promptly and fairly. When occasional lapses of behaviour occur, they understand that this will have consequences. Students understand the need to keep themselves safe and healthy. Secondary students develop their personal and learning skills well through the International Baccalaureate Learner Profiles such as inquirers, thinkers and communicators.

Students take responsibility for looking after the school environment from an early age. In early years, children help to tidy equipment and keep the indoor and outdoor areas free of litter, as it is throughout the school. Students share their concerns about the impact of human activity on the planet in lessons, creating posters with powerful messages about the need to reduce pollution and waste and offering practical ways to limit environmental damage.

The significant increase in attendance this year reflects students' desire to learn and be active members of the school community. Students are punctual to school and lessons and late arrivals move quickly to lessons so as not to miss learning.

### **Standard 3: Teaching and learning**

#### **Highlights and Recommendations**

- Excellent student-teacher relationships create a purposeful, collaborative climate for learning.
- Students find the learning and teaching interesting and, as a result, they engage well with their studies and work productively.
- Teachers empower students to become independent learners from a young age.
- Support staff promote learning well, especially for those students with special educational needs and/or disabilities.
- The use of information technology helps students assess how well they are doing and take the next steps in their learning.
- Students have personal targets set and most know how well they are doing.
- Teachers have good subject knowledge and transfer their enthusiasm to students.
- At times, activities are not used to maximum effect to ensure that students are sufficiently challenged to extend their learning.
- Teachers' feedback to students is, at times, not sufficiently specific and aspirational to enable students to make progress in line with their ability.

Teaching and learning are good and improving throughout the school. Teachers have good subject knowledge and use this in their planning and delivery of learning activities. This was evident in a history lesson, where well-chosen examples of propaganda posters from Nazi Germany enabled students to access an era and culture unfamiliar to them. Lessons are detailed in their content and this allows students to develop a strong knowledge and understanding in a range of disciplines. Confidence in their subjects enables teachers to both ask and answer complex, challenging questions, thus encouraging curiosity and facilitating progression in learning.

Lessons are planned around key learning objectives and, in the best lessons, differentiated objectives meet the needs of students of differing abilities through appropriate learning activities and resources. However, learning plans are sometimes not fully implemented and, on these occasions, students' understanding is not deepened by extending learning and adding further challenge. On occasion, the progress of the most able students is effectively 'capped' at a certain level.

Teachers use a variety of teaching approaches which successfully engage students in their learning. In a Thai language lesson, the teacher used real objects to match with their names as a means of extending Reception children's vocabulary. Students enjoy their learning and are active participants in lessons. They relish debating topics and ideas, listening well and respecting the views of others.

Teachers are also skilled at using ICT to present learning in engaging ways, often integrating their own presentations with online resources. For example, in a post-16 English lesson, a PowerPoint on advertising integrated well-chosen adverts to deepen students' understanding and analysis of advertising techniques. Teachers are beginning to use technology to track students' performance and analyse how well students are progressing. They also use technology to involve students in assessing their own performance, such as in performing arts where students record and assess their own scenes by watching their techniques. In a primary swimming lesson, students' performance was captured on devices and then immediately reviewed by students and the teacher.

Learners are increasingly using technology in lessons and at home to support their learning. This includes a variety of technological applications, the internet and devices. In Year 8 mathematics lessons, the curriculum is uploaded so that students can access it through various devices and work either independently or on a collaborative basis. This succeeds in motivating students as it allows them to take responsibility for their own learning.

Teachers deploy teaching support colleagues very well. Due to the clear definition of their role, they use their strong skills to teach less able students and those with English as an additional language. During an early years lesson in numeracy, the teaching assistant worked closely with a small number of children in parallel with the teacher so that the children could access the same topic and make a contribution to questions asked by the teacher.

Students are regularly assessed on a formal basis and teachers continually assess students in lessons. Students are benchmarked against clear criteria and learning targets are set. These targets are reviewed regularly by teachers, students and parents as students progress through the school. Students know their targets and some students are able to articulate what they can do well and their areas for development. However, the quality of feedback to students is variable

in its usefulness to students in moving learning forward or challenging them to deepen their understanding. Specific, aspirational next steps in learning are sometimes not communicated.

Most students show a great appetite for learning and behave well in class. Relationships with teachers are excellent and built upon mutual respect and a common goal of success for everyone. Warm relationships between students also exist, allowing them to feel comfortable in lessons knowing that their opinions and ideas are valued by their peers. Consequently, an environment conducive to learning is created.

#### **Standard 4: The curriculum**

##### **Highlights and Recommendations**

- The curriculum is outstanding in all phases of the school and the improved provision is enabling students to make good and, in some areas, outstanding progress.
- The well-planned curriculum meets the needs and interests of the students such as through the new ASDAN pathway.
- The emphasis on the development of literacy and numeracy is instrumental in the strengthening progress across the school.
- A broad, balanced and highly relevant curriculum prepares students well for the 21<sup>st</sup> century.
- The strong personal, social, emotional and health programme leads to outstanding personal development.
- An extensive programme of enrichment activities, available to all children and students, enhances the curriculum.
- Strong careers guidance and support and options advice ensure that students make the right choices for the next stage of their education.

The curriculum is outstanding. It meets the requirements for the diverse range of curricula, including the statutory framework for the early years foundation stage, the English national curriculum, the primary years programme, IGCSE's and the International Baccalaureate Diploma Programme (IBDP).

There is a clear rationale to the curriculum, focused on the values and aspirations of the school. It is very well planned to ensure that students receive a superbly organised and relevant set of learning experiences. The curriculum meets the needs of the students very well. Consequently, students are making good and improving rates of progress in all subjects.

Students find the topics and subjects studied interesting and inspiring and this serves to motivate them to work hard and achieve success. A poetry slam in English added drama to students' experiences, with some outstanding recitals from memory.

Well-established academic transition arrangements between key stages enhance the acquisition of knowledge, skills and understanding by allowing students to move effortlessly from one phase to the next. At the end the early years foundation stage, the play-based approach to the curriculum continues into the start of Year 1. This settles students and builds their confidence.

The curriculum places great emphasis on developing literacy, numeracy and ICT skills at every stage. This allows students to make good progress in the 'basics' and prepares them very well for taking the next step in their educational careers. In early years, phonics, literacy and mathematics are taught explicitly alongside topic and theme based work. This approach continues into the primary school. Discrete ICT lessons are taught in the primary and secondary schools and the school has been officially recognised as a 'Common Sense Digital Citizenship' certified school. This award acknowledges the school's ability to deliver a successful learning programme centred on media. The school is the only school in Thailand to enjoy this designation.

Provision for students with special educational needs and/or disabilities is strong, through the robust planning of a personalised curriculum. When required, students with special educational needs have clear individual learning plans that tailor the curriculum to their individual needs. Leaders have recently introduced the ASDAN for a limited number of students who benefit from a vocational approach to learning. This has been well received by the students and has increased their self-esteem and confidence as learners. In a catering lesson, they were proud to share their culinary skills in making cakes and learning different techniques.

The development of personal, social and health education threads through the curriculum. In the primary school, it is not a stand-alone subject but permeates all aspects of learning. In the secondary school, it is taught as a discrete subject by form tutors. Both approaches result in students developing skills of empathy with others and a deep understanding of how to keep themselves safe and healthy. Links with other schools and charity fundraising enable them to empathise with people from diverse backgrounds.

There is a rich and diverse programme of extra-curricular activities through an extensive range of sporting, cultural, arts and language activities. These are very well attended with high participation beginning in the early years where children were observed enjoying ballet and violin. Performances such as musicals and recitals and the creation of murals in the art area showcase their creative skills.

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

### **Highlights and Recommendations**

- Teachers, support staff and specialists are highly qualified and work closely in cohesive teams.
- Leadership at executive, senior and middle levels is structured and accessible with explicit academic and pastoral responsibilities.
- The high-quality premises are exceptionally well maintained, hygienic and used imaginatively to provide a stimulating environment for learning.
- Displays of students' work and artwork enhance the environment and reinforce key message about learning, social responsibility and the school values.
- The grounds and buildings are attractive and leaders have realistic and creative plans for layout and organisation to enhance learning.
- Generous resources are well matched to students' needs and used successfully to allow all students to make good or better progress.

The quality and quantity of the school's accommodation and resources are outstanding. The strong systems for the management and recruitment of teaching and support staff have reduced

turnover. Teachers are well qualified and are appropriately deployed to use their expertise and further their professional ambitions. They work together exceptionally well in year groups, subject areas and focused teams. This includes learning support staff who work closely with class teachers to provide additional resources for students learning English as an additional language or those with special educational needs and/or disabilities.

The site has separate grassed areas between the four buildings, which add to the school's attractiveness, with trees and sails giving shade. These areas are used increasingly for outdoor learning, widening opportunities for curriculum enrichment. Students' work and art dominate all areas of the school and create a stimulating environment where learning and talents are celebrated. The early years area enables young children to learn safely and happily through curiosity and play.

Extensive specialist areas include catering and computer laboratories, libraries and facilities for creative, performing and visual arts. These enrich learning and bring real experiences. Classrooms are light, spacious and fitted with quiet air-conditioning units that do not interfere with learning. High-quality classroom displays open students' minds such as the centenary of World War 1.

Specialist areas have sufficient resources to support the curriculum so that all students make good and outstanding progress. Technology is widely used, particularly devices, allowing children and students to research, analyse, record and present their work. The libraries contain extensive fiction and non-fiction books and suggestions for different ages, making choosing a book straightforward. The abundance of quality books reinforces the importance of being an active reader.

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

### **Highlights and Recommendations**

- Rigorous arrangements to care for and support every student reflect the school's philosophy that, 'Everyone succeeds in a community of care'.
- Pastoral support is firmly rooted in all phases of the school and provides a solid platform for supporting each student day-to-day and when they have concerns.
- Support structures live up to the name of the school's aim, 'The team around the child'.
- Extensive, robust safeguarding arrangements are highly organised, compliant with local and corporate requirements and take account of UK expectations.
- Induction arrangements allow students to settle quickly into school life and become members of the school community.
- Arrangements to promote students' health are clearly communicated and diligently followed. This includes robust risk assessments and first aid support for school and off-site activities.
- Emergency planning is extensive and covers predictable and unforeseen situations, reflecting the local context and environment.
- School transport provision is carefully planned with high-quality vehicles, extensive checking and training for drivers and escorts.
- Traffic management at the start and end of the day is organized meticulously, so keeping adults and students safe.



The school provides outstanding care and support for all students at all stages. Admission procedures comply with requirements and thorough, thoughtful induction arrangements enable students to integrate into the school's international community.

Safeguarding arrangements are a significant strength, including support for staff involved in child protection. Students are confident to share concerns with an adult at school, knowing that they will be heard and supported, regardless of the issue. Counsellors provide specialist support and work closely with pastoral teams to provide unified care; they help students understand and manage their feelings. Student information is stored confidentially, with strict guidelines to ensure that only those who need to know have access.

The 'Team Around the Child' approach is at the heart of what the school does. It provides a cycle of monitoring and support for individual students and involves them, their parents and appropriate staff. Incidents of bullying are rare and, when hurtful behaviour does occur, it is skilfully addressed at an early stage, with consideration for all those involved.

Students' views are gathered informally and through 'The Voice of the Student' where elected representatives present information to leaders for consideration and action.

The school is equally diligent in taking care of students' health. The nurse stores emergency medical supplies, equipment and any medication securely at the clinic. Parents provide written authority for the nurse to administer medicine or first aid as needed and, if they are not available in an emergency, to take the child to hospital. The importance of hygiene is evident in all areas, with scrupulous cleaning of the premises throughout the day. The canteen and food preparation areas meet corporate and local requirements for safety of equipment, staff qualifications and health.

Site security and safety are of the utmost priority; the robust industrial fencing which separates the large construction area from the rest of the campus illustrates this. When repairs or maintenance are needed, issues are addressed and overcome promptly to minimise risks. Detailed risk assessments analyse on and off-site activities and there are easily accessed first aid kits and trained first-aiders across the school. High-quality playground equipment is placed on safe surfaces to minimise accidents.

Hazardous chemicals and equipment in teaching areas, for example, science and food technology, are safely stored in lockable cupboards and storage rooms. Protective laboratory coats and goggles are provided for students in the science laboratories. Cleaning materials and chemicals for the swimming pool are safely stored. Security, safety and hygiene in the swimming pool area is routinely checked and all required safety equipment is fitted. External specialists provide checks of electrical equipment, fire extinguishers, laboratory equipment and other resources as needed.

Extensive emergency plans cover predictable and unexpected events and procedures are regularly practised. The school managed atmospheric pollution early in 2019 exceptionally well with routine testing of pollution levels which informed appropriate actions. There are stringent arrangements for the collection of children by parents at the end of the day. The school supplements licence checking and training with including safeguarding and first aid training for



drivers and escorts on the externally provided school transport. Those vehicles are well maintained and equipped. Traffic management on the site is highly effective.

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

### **Highlights and recommendations**

- Parents have strong faith in the head of school and school leaders in providing the highest levels of care for students' social, emotional and physical development.
- Parents praise and appreciate the high quality of education the school provides for their children.
- 'Quicker, more direct communication' this year is keeping parents very well informed.
- The extensive and highly effective range of communication methods share students' learning with parents, such as Tapestry, Seesaw, the new style reports and parents' meetings with teachers and their children.
- Strong links with Cognita schools across the world and in Thailand enable leaders to share and learn from best practice and shape future development.
- Productive and growing educational links with other organisations enable St Andrew's S107 to fulfil its vision to be one of the best schools in Bangkok - and the world.
- There is strong community awareness and consultation with the local community as the school expands its site.
- An extensive range of charity work is carried out both locally and across the world.

The school's partnership with parents and the community is outstanding. This aspect has strengthened since the last accreditation due to leaders' reflection and drive to improve communications and give parents a voice.

As a result, parents have great faith in the leadership of the school and comment positively about the presence of the new head of school and his leadership team. One parent commented that her child wanted to come to school even when sick; another described the school as a family from which children 'do not want to leave'. Teachers and parents exude warm relationships as parents collect their children at the end of the day and chat to staff; the school is a meeting place for parents and, as one parent commented, 'they understand the whole family and not just the child'.

In early years, there is frequent communication with parents through Tapestry, face to face contact as early years staff warmly welcome their children to school and weekly updates. Through 'Family Friendly Fridays', students in primary invite their parents to share their learning with them, thus raising parents' awareness of how to support at home. Twice yearly reports now offer attendance information which has improved parents' understanding of the link between attendance and achievement. This is resulting in significant improvements in attendance this academic year; leaders remain alert to this as a key area of focus. Parents now bring their children with them to attend progress meetings. They value this high-quality dialogue about learning as it helps them offer appropriate support at home. Helpful curriculum guidance sheets embed parents' understanding of learning such as numeracy and literacy and the school newsletter keeps parents informed of school developments and activities.

Surveys are explained clearly to parents and they appreciate the increased opportunities to share their views. There has been significant improvement in the satisfaction level of parents since the last accreditation visit, evident in surveys, focus groups and participation levels. The community group for parents and the Thai parent coffee mornings are all vehicles to gather parental views and involve parents in the life of the school. These have certainly achieved this.

Leaders have an extensive range of links with other schools and communities both locally and worldwide. Local partnerships are strong with the other Cognita schools and there are also developing links with a large local secondary school to carry out moderation and share best practice. Cognita plays a significant role in providing high-quality continuing professional development for both leaders and teachers. This has been instrumental in coaching new and aspiring leaders and exposing teachers and teaching assistants to the most up to date pedagogical thinking.

Staff and students work well to raise money and share opportunities with children in residential care. Students invite these children to attend drama performances at St Andrews S107 and early years children visit their school for playtimes. Students and parents raise significant sums of money for chosen charities such as the 'gift of happiness' organisation. The school opens its facilities at the weekend for local swimming and football clubs to enable local children to enjoy the quality facilities.

## **Standard 8: Leadership and management**

### **Highlights and Recommendations**

- The inspirational and visionary leadership of the new head of school models high expectations and aspirations for all.
- The aspirational vision is embedded at all levels to which staff, students and parents subscribe.
- The significant change to a 'can do' ethos where support is aligned with tight accountability has resulted in staff turnover which has halved, and staff satisfaction.
- The high level of support, challenge and empowerment from the Cognita governing body in working in partnership with the head of school in his first year has been a strength.
- Leaders have developed high-quality strategic planning and an honest and reflective approach to self-evaluation.
- The promotion of a rigorous and vigilant culture of safeguarding is embedded.
- Strong leadership and provision for students with special educational needs is established.
- New leadership structures have strengthened the capacity for improvement.
- High-quality continuous professional development through Cognita and other expanding partnerships are leading to improvements in teaching, learning and assessment.
- The attention to detail of those staff with responsibility for staffing, resources and buildings is impressive.

The leadership, management and governance of the school are outstanding and have strengthened since the last accreditation visit. The passion and commitment that the head of school models every day inspires staff and students to aim high and to enthuse each other. Since the arrival of the new head of school in August 2018, there has been a significant change

in culture. Much has been achieved including a restructured leadership, raised expectations and greater accountability. These are all adding capacity to leadership and, as a result, there is already clear impact in key areas such as the development of the curriculum and staff turnover which has already been halved from that of 2017/18.

This is an inclusive school where equality and diversity are promoted and valued. Leaders work tirelessly to provide academic and personal learning pathways for every student. The provision for students with special educational needs and/or disabilities is strong; these students are valued members of the school community, with well-planned support from class teachers, assistants, specialist staff and external providers. Individual learning profiles contain carefully planned targets which are reviewed regularly, as part of established cycles of tracking, support and monitoring. The ASDAN course for a small group of students in Years 9 and 10 allows them to build a portfolio including certificates for modules such as 'foodwise' leading to a recognised certificate.

The school's vision and strategic direction have been communicated clearly, regularly and through different media to all members of the school community. It permeates all that leaders do. Teachers, students and parents subscribe fully to the ambition and value the clear direction established this year. Due to this change in the ethos, all feel part of and proud to be part of the community.

Leaders are forensic in their analysis of all aspects of school effectiveness. This translates into honest and accurate self-evaluation which is used by leaders at all levels to create high-quality strategic plans. Improvement planning has improved significantly, evident in the three-year subject development plans which mirror the main strategic goals, as well as pinpointing their specific phase or subject focus. Leaders at all levels increasingly monitor the impact of actions taken. As a result, improvements are already evident, for example in the strengthening use of assessment data and attendance. Assessment systems to track progress as well as attainment are now established across the school and are starting to enable leaders and teachers to use data to track students' progress from their baseline starting points.

Leaders are highly reflective about their strategy to drive forward teaching and learning across the school. In consultation with staff, they are developing the approach and building upon the strong work of the teaching communities. This is typical of the meticulous and considered approach of school leaders in ensuring that they put in place the right system for their school.

Performance management arrangements are robust. All staff are held to account using Cognita's 'Let's Talk' system which enables one whole school and two personal, professional targets to be set. Continuing professional development aligns closely to staff targets and the quality and extent of the training and experiences are very high. The head of school has met with all staff to evaluate the new performance management system and this has further encouraged staff openness. Training opportunities afforded through the school's involvement with a range of partners enhance the quality of education; for example, a recent link with a large PYP school in the city to view their high-quality provision and learning.

The board of governors at Cognita is supportive in its role as both critical friend and holding the head of school to account. They ensure that all legal requirements are met and all financial and human resource issues are robust. This allows the head of school to lead the school with autonomy and authority, whilst using this strong support network available. The system of

questionnaires to all stakeholders, the 'Voice of ...' series, provides a regular and appropriately frequent check on the views of all stakeholders for all leaders. Recent questionnaires have revealed improvements in the views of both parents and staff.