

St Andrews Samakee International School

British Schools Overseas Inspection Report

Inspection Dates: 18 to 20 May 2026

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Age Group: 18 months to 14 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. Education Development Trust (EDT) 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 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; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning 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

Information about the school

St Andrews Samakee International School is an independent international school located in Nonthaburi, close to Bangkok, Thailand. Established in January 2000, the school provides education for pupils aged 18 months to 14 years, from pre- Kindergarten through to Year 9. At the time of the inspection, the school had 139 pupils on roll. Many cohorts are small. Mobility is high with pupils leaving and starting the school at various points in the academic year. The school is smaller than many international schools of a similar type.

The school serves a diverse international community with pupils representing many different ethnicities. English and Thai are the primary home languages in the school. A minority speak English as their first language but the majority of pupils speak English as an additional language (EAL). Very few require specialist intervention to support the development of their English language skills.

The school identifies inclusion as the central feature of its provision. A higher-than-average proportion of pupils are identified as having special educational needs and/or disabilities (SEND), representing 41% of the pupils on roll. In some classes, this proportion is much higher. The proportion of pupils identified with SEND has increased significantly since the last inspection. Pupils with SEND are supported through the school's inclusion programme which includes on-site therapists. Five pupils receive specialist support for all or most of the week in the inclusion centre.

The school follows the National Curriculum for England (NCfE) adapted for the international context in the main school and the early years foundation stage (EYFS) statutory framework to provide a play-based curriculum (PBL) for children in Nursery, Kindergarten and the Reception Year. Pupils in key stage 1 follow an enquiry-based learning curriculum (EBL) alongside a more specific English and mathematics programme of learning. A distinctive feature of the school is the on-site Forest Farm and environmental programme. The school uses this provision to promote sustainability and service, complemented by science, technology, engineering, art and design and mathematics (STEAM) focused activities.

The proprietors of the school and board of directors are also the directors of Hua Hin International School. The two schools collaborate to share good practice.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by two Education Development Trust inspectors. The BSO self-review documents were completed and the inspection dates were agreed 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. During the inspection the team visited 30 part-lessons and carried out shorter visits across classes and extra-curricular activities. The team held 19 meetings with leaders, teachers, pupils, parents and members of the school's governing board. Inspectors spoke with three groups of pupils from key stages 2 and 3 and observed pupils' behaviour during unstructured times. Inspectors scrutinised pupils' work and reviewed a broad

selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents, pupils and staff through the school's own surveys and through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

St Andrews Samakee International School is an outstanding school and provides an outstanding quality of education for pupils from 18 months to 14 years.

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

The small cohort size of some year groups, the exceptionally high proportion of pupils with SEND and EAL needs, and the high rates of pupil mobility mean that attainment data alone does not provide a fair reflection of the school's effectiveness. Attainment and progress comparisons with international averages are not valid statistically due to the small number of pupils in each cohort. There are very few pupils identified as gifted and talented. The school monitors pupils' progress from their individual starting points on entry and this often shows low starting points and low levels of proficiency in English.

Pupils make outstanding rates of progress in **English** across key stages 1 to 3 and good rates of progress across early years.

This is despite their attainment often remaining below England and international averages until pupils reach upper key stage 2. Many children enter early years with their language development delayed and very little English. Despite this, children make strong gains in their progress through highly personalised provision, targeted interventions, and consistently nurturing and language-rich support. The high quality of adult interactions and extensive play-based provision both indoor and outdoor help many children, especially those with additional needs and EAL, to make good rates of progress in their acquisition of early literacy skills. However, nearly all remain below age-related expectations by the end of the Reception Year.

In key stage 1, attainment in early reading and writing, including phonics remains below age-related expectations. By the end of Year 2, nearly all pupils make expected or better than expected rates of progress from very low starting points. Pupils develop increasing levels of confidence in decoding unfamiliar words and applying their phonetic knowledge accurately in writing tasks. As pupils' proficiency in English improves through careful curriculum planning and language support, pupils' progress rapidly increases.

External reading test data confirms pupils' accelerated rates of progress, particularly in Years 3 and 4 where targeted reading support is well embedded. In key stage 2, pupils continue to make rapid gains in their reading and writing with the majority making expected or better than expected rates of progress despite increasing levels of complexity for pupils with SEND in this

phase. Some pupils demonstrate increasingly sophisticated writing skills, including the use of more complex vocabulary and grammatical structures. Pupils in Year 3 used a range of fronted adverbials and expanded noun phrases when writing a description of the Minotaur and the Labyrinth.

Pupils in Years 5 and 6 achieve particularly well over time, with recent cohorts attaining 100% at or above age-related expectations in English. They begin to use more advanced vocabulary and develop their analytical skills through exposure to a broad range of literature. For example, pupils in Year 6 confidently analysed Shelley's poetry using terminology such as 'legacy', 'propaganda', and 'hubris'.

In key stage 3, attainment data varies as a result of changing cohort sizes and the increasing numbers of pupils with SEND and new arrivals with EAL needs. Nevertheless, pupils' progress across Years 7 to 9 remains outstanding, including pupils with SEND and EAL, with external reading assessments confirming the school's own judgements. There is no statistically significant difference in outcomes between boys and girls across the school.

Pupils make outstanding rates of progress in **mathematics**.

This is across all phases and includes pupils with SEND and EAL needs. Although attainment reflects the school's highly inclusive intake and small cohorts, pupils develop strong fluency in number and calculation from their low starting points and achieve increasingly well over time.

In early years, children develop secure early mathematical understanding through practical exploration, structured routines and targeted adult support. They demonstrate increasing levels of confidence in counting, number recognition and mathematical language, using hands-on resources effectively within play-based activities. For example, children confidently explored the concepts of half, sharing and equal during an outdoor 'mathematics detective' session.

In key stage 1, pupils make strong and improving rates of progress, with most achieving expected or better than expected outcomes. Pupils develop secure fluency in number facts and simple multiplication knowledge, appropriate to their age. Teachers break learning into manageable steps and use repetition effectively, enabling pupils with SEND and EAL to gain access to learning successfully alongside their peers.

From Years 3 to 6, most pupils make expected or better than expected rates of progress, with attainment continuing to improve over time. In Year 6, pupils demonstrated strong mathematical understanding by confidently applying number patterns and algebra to calculate nth-term equations, reflecting expert teaching and high expectations.

By key stage 3, attainment and progress in mathematics are particularly strong, including pupils with SEND and EAL needs. The school's data shows that Year 7 pupils' attainment increased from 65% at or above expectations to 86% over the last three years, while external assessments confirmed that pupils in Year 7 reached 100% at or above expectations in 2024-25. By the end of Year 9, almost all pupils make expected or better than expected progress over time and apply multiplication knowledge confidently in reasoning and problem-solving activities. There

is no significant difference between the attainment of boys and girls with all performing equally well.

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

Children enter early years with little or no English to express their understanding of the world. Over time, they develop secure foundational scientific understanding through purposeful exploration, repetition of vocabulary and high-quality adult interactions in the indoor and outdoor learning areas. As a result, children's outcomes at the end of the Reception Year are exceptionally strong, with 100% meeting expectations in Understanding the World, significantly above England averages. The school's play-based learning activities enable children to explore life cycles, investigate water flow and engage in weekly farm-based experiences. These highly appropriate, language-rich contexts particularly benefit pupils with EAL who gain repeated exposure to scientific language and concepts, ensuring their secure readiness for Year 1.

Pupils in key stage 1 achieve well from their varied starting points, including those with EAL and SEND needs. Pupils' outcomes at the end of key stage 1 are strong, with most meeting age-related expectations despite a high proportion requiring additional support. Practical investigation, structured teaching of vocabulary and repeated modelling ensure pupils grasp key scientific ideas and develop early enquiry skills by exploring the life cycle of butterflies, explaining changes with growing levels of confidence.

Pupils' outcomes in key stage 2 continue this positive trajectory. Assessments at the end of Year 6 show that all pupils make expected or better progress, with 100% meeting and, the majority, also exceeding age-related expectations. External progress tests in science validate teachers' judgements and confirm that pupils leave key stage 2 with secure scientific knowledge and the ability to use their enquiry skills with increasing levels of independence. Pupils with complex SEND and those with early EAL receive tailored support in and out of lessons, enabling them to make accelerated rates of progress.

In key stage 3, pupils sustain strong rates of progress. Outcomes at the end of Year 9 show that the majority of pupils meet age-related expectations and a quarter of those exceed them. Internal assessments align closely with external internationally recognised tests. Despite small cohorts, high rates of mobility and a high proportion of EAL pupils, the most of pupils make expected or better rates of progress.

Attainment and progress across **other subjects** are good.

Across the wider curriculum, pupils achieve well with outcomes in many subjects reflecting the high standards expected in schools in England. From the early years, children are encouraged to develop creativity and curiosity through the play-based provision, attaining well in Understanding the World and Expressive Arts and Design. As they get older, in art pupils produce high-quality work demonstrating creativity, increasing levels of technical skill, and sophistication. Pupils demonstrate mature artistic thinking and independence. In key stage 3, the teacher used effective questioning to encourage pupils to justify design decisions and to think critically about composition and style. This led to high quality paintings. In computer

science in key stages 2 and 3, pupils confidently use computer aided design (CAD) software to create accurate digital models with precision. In Spanish, pupils develop secure speaking and listening skills through structured routines with teachers demonstrating methods step by step. In music pupils achieve well; for example, during a Year 6 music lesson, pupils demonstrated strong musical engagement through singing, rhythm and coordinated movement. Across other subjects, pupils, including those with SEND and EAL needs, make strong rates of progress.

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, learning 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 during May 2026, 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 the education** are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

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

The curriculum is carefully planned and shaped to the growing needs of pupils and their interests. The school has rapidly become the school of choice for many families who have

children with SEND. The curriculum supports the school's stated mission to be an inclusive school where pupils' needs are well understood, their talents fostered and where aspirations are high. Disability or linguistic disadvantage form no barrier in this school. Pupils with SEND and EAL needs are provided with highly effective support through individual tutoring and in-class support, where necessary. The school provides tailored and professional support for pupils with complex SEND in the school's dedicated inclusion centre. For example, pupils are provided with well-thought-out sensory activities and a life-skills programme that engage them well, helping them to become more independent.

The school follows the aims and ambition of the NCfE across core and non-core subjects. As such, the curriculum content reflects the cultural knowledge and experiences of England. For example, the choice of literary texts in English engages pupils with British novelists and poets. Pupils learn about British institutions in personal, social and health education (PSHE) and history lessons. The coverage of the curriculum is sufficiently broad and balanced preparing pupils well for the next stage of their education. The computer suite and laptops provide additional opportunities for pupils to research and gain access to extended learning tasks through online platforms.

The library is well stocked with fiction and non-fiction texts. Reading is prioritised across the school. Teachers often share their own reading interests with pupils to generate a love of reading. The phonics curriculum in early years and key stage 1 is not yet fully embedded, limiting the attainment of some pupils and their ability to read fluently by the end of year 2.

The curriculum for each subject is planned thoroughly and logically at each key stage. The contents of the topics taught often take into consideration pupils' interests. In art and design, for example, pupils designed skate board bases, which captured their focus and enthusiasm. The primary project-based curriculum brings together knowledge and skills from different subject disciplines. For example, the 'Natural Disasters' project in Year 3 linked pupils' geographical, historical and scientific knowledge in fun and interesting ways. Pupils' written compositions from the perspective of the people affected by the eruption of Vesuvius showed depth of understanding as a result.

The PSHE curriculum is carefully planned and delivered. A dedicated PSHE team delivers the programme to pupils, covering essential topics such as relationships and sex education, as well as health and nutrition. Pupils develop a sound understanding of British values through whole school festivals, local charity work and trips and visits. The school council elections and clean-up campaigns remind pupils of the democratic processes and their civic duties and responsibilities. The academic and pastoral curriculum encourages respect for all, including those with protected characteristics within the limitations of Thai law. The school cannot promote gender reassignment. Pupils respect difference. They live the Samakee values and aims. A wide range of extra-curricular activities such as swimming, art, Thai language and computing nurture pupils' hobbies and interests.

The school continues to strengthen its careers advice and guidance provision. The school invites a range of speakers from different employment sectors to share their experience with

pupils. Leaders support pupils' next stage of education into key stage 4 in other schools well through visits and information evenings for parents.

The unique and inspiring aspect of the school's curriculum is its Forest Farm. It not only helps pupils learn about sustainable living and the natural world but provides a calming place for mindful activities. Pupils, including those with SEND, are supported to regulate emotions, work cooperatively and show respect for living things, supporting the school's wider aims for character education and preparing them well for life beyond school.

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

Across all phases, teachers demonstrate secure subject knowledge when planning lessons and delivering the curriculum. Lessons are purposeful, orderly and engaging, with pupils responding positively and making strong rates of progress relative to their starting points in a range of subjects. Teaching fosters strong and positive relationships. Pupils speak highly of their teachers and strive to meet their high expectations.

Teachers know their pupils well including their EAL and SEND needs. Support staff are deployed well; they also know the pupils extremely well and often use effective questioning and sensitive approaches to ensure that pupils with SEND and EAL needs gain access to the curriculum successfully.

In the early years, teaching is highly effective. Children engage in exploratory play and structured activities. The resources in the extensive indoor provision are vibrant and engaging. Opportunities to develop children's basic knowledge such as early mathematics and literacy are planned for well. For instance, children in the Reception Year used their knowledge of fairy stories to re-enact scenes in the real-world house. The ratio of adults to children is high. Interactions are warm, purposeful and language-rich, ensuring children make good or better progress from their starting points and are well prepared for Year 1.

Teachers use a range of resources and engaging techniques which capture pupils' interests and deepen their subject knowledge. Pupils in Year 3 developed a secure understanding of time through the use of practical resources such as analogue clocks, including a toy replica of Big Ben. They used board game challenges to test each other's knowledge. Teachers use collaborative techniques well to foster team work and deeper thinking. In a Year 4 mathematics lesson, pupils prepared a verbal description of their chosen geometric shape and asked their peers to work out the likely quadrilateral that they were describing. Pupils relished the competition and challenge.

The teaching of reading is highly effective as pupils get older. Pupils read with increasing levels of fluency and expression by the end of key stages 2 and 3. Library sessions and reading interventions support pupils' reading skills and love of reading, especially pupils with SEND and EAL. The teaching of early reading is hampered by the inconsistent application of the phonics curriculum.

Teachers check pupils' understanding regularly, using whiteboards, check-point questions and on-going assessment to identify gaps and adapt their teaching. Internal and external assessments for English, mathematics and science are now well embedded and analysed

carefully. The mathematics department successfully identified pupils' common weaknesses in word-based questions and reasoning in external tests in upper key stage 2 and in key stage 3. As a result, teachers now incorporate more regular practice of word-based problems in lessons with pupils making better responses.

Pupils are encouraged early to check and edit their own work and that of others. Older pupils use assessment criteria to provide encouraging feedback to their peers, thereby reinforcing the high standards expected.

Teachers have high expectations of pupils. Pupils, including those with SEND, are expected to work hard and reach their potential. Some teachers regularly encourage pupils to take on greater challenge such as tackling 'spicy' or 'very important' (VIP) questions.

Teachers mark pupils' work regularly and provide detailed and helpful feedback. The strongest aspect of feedback is when teachers provide expert verbal feedback to individual pupils during lessons. In a Year 9 mathematics lesson, the teacher noticed pupils' misconceptions when they were solving simultaneous equations and allowed pupils to reflect on the methods they used, enabling them to choose the more efficient approach. Pupils benefit greatly from their teachers' expert guidance and highly personal approach.

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

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

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

The school is a highly inclusive and nurturing community in which pupils feel exceptionally safe, valued and known as individuals. Relationships between pupils and staff are warm, respectful and characterised by trust. Pupils describe their school as welcoming, diverse and a place where 'everyone belongs' and 'like one big family'. This strong sense of community underpins exemplary behaviour, high levels of self-esteem and pupils' positive attitudes towards learning. SMSC provision is deeply embedded in the school's ethos and daily life and makes a significant contribution to the school's overall effectiveness by shaping pupils' character, conduct and levels of engagement.

Behaviour throughout the school is consistently outstanding. Pupils are courteous, reflective and thoughtful in their interactions with adults and each other. They understand what respectful conduct looks like and speak confidently about kindness, fairness and responsibility. Restorative conversations help pupils to reflect on the negative impact of their actions and to repair relationships, supporting emotional maturity and an age-appropriate ability to distinguish right from wrong. Pupils demonstrated a highly mature understanding of moral and social concerns during discussions with inspectors. Older pupils spoke knowledgeably about healthy and unhealthy relationships, stereotypes, cyberbullying, fake news, sexting and online exploitation. Pupils show a strong awareness of respectful behaviour, consent and personal

safety. Their responses reflect a clear moral compass rooted firmly in the school's 'SMKE' values of being safe, mindful, kind and engaged.

Pupils participate fully in school and willingly take on responsibility through a wide range of leadership opportunities. School council and ambassador roles are allocated through democratic processes, enabling pupils to experience fairness, accountability and representation first hand. Their influence is tangible with leaders responding directly to pupil-led initiatives and suggestions. Community contribution is strong with pupils participating in charitable projects, environmental initiatives and peer support activities that develop confidence, initiative and civic responsibility.

Capturing the voice of pupils is meaningful and well established across the school. Surveys, including the survey issued prior to the inspection, and meetings with pupils, confirm that pupils are highly positive about their school. Leaders gather pupils' views through school council meetings, surveys and informal conversations. Pupils are confident to express their opinions and feel listened to by adults. They identify clear examples of changes resulting from their feedback and report that leaders take their views seriously and act upon them, reinforcing pupils' confidence that their opinions matter, contributing strongly to their self-esteem and sense of belonging.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop their understanding of democracy through elections, school council structures and opportunities for shared decision-making. They experience the rule of law through class charters, routines and safety expectations. Individual liberty is reflected in the choices pupils make about leadership, enrichment opportunities and aspects of their learning. Mutual respect is embedded in daily interactions and reinforced effectively through assemblies, PSHE and cross-curricular learning.

Pupils demonstrate mature understanding of equality and inclusion. During a Year 9 English discussion, pupils confidently recognised that relationships and families may take different forms, and teachers responded supportively and inclusively. Texts such as 'And Tango Makes Three' and curriculum projects including 'We All Belong' strengthen pupils' understanding of diversity and respect for difference. Pupils consistently reject discriminatory language or behaviour and demonstrate empathy and maturity when discussing difference and identity.

SMSC provision actively encourages respect for others and pays due regard to the protected characteristics including age, disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Within the laws of the host country, sensitive characteristics are addressed thoughtfully in an age-appropriate and contextualised manner. Pupils with SEND and EAL participate fully in school life through carefully adapted teaching, inclusive practice and equal access to leadership and enrichment opportunities. Gender equality is reflected positively in representation and participation across academic, creative and sporting activities.

Pupils develop a secure understanding of public institutions and services in Thailand, the United Kingdom and internationally. Through humanities, PSHE and wider curriculum themes, they learn about government, emergency services, environmental organisations and global agencies, helping them understand how societies function and how citizens contribute positively to them. This knowledge is age appropriate and develops progressively as pupils move through the school.

The school successfully precludes the promotion of partisan political views in teaching and ensures that, where political issues are explored, pupils receive a balanced presentation of opposing viewpoints. As a result, pupils learn to think critically, evaluate information carefully and develop informed and respectful opinions.

Cultural development is particularly strong. The school's diverse international community provides pupils with daily lived experience of mutual respect and inclusion. Pupils celebrate a wide range of cultural and religious festivals and develop an appreciation of global perspectives. Recent Diwali celebrations, alongside Thai cultural events and international themed activities, were enjoyed enthusiastically by pupils across the school and contributed positively to their understanding of different traditions and beliefs.

The Forest Farm makes a distinctive and tangible contribution to pupils' SMSC development. The calm, nature-rich environment promotes emotional regulation, curiosity and reflection. Younger pupils were observed caring for animals, collaborating naturally and taking responsibility for tools and shared resources. This provision strengthens pupils' moral development through care for the environment and living things, while also supporting social development through teamwork, turn-taking and collaborative problem-solving.

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

The **welfare, health and safety** of pupils and staff is outstanding.

The school ensures that pupils and staff work in a healthy and safe environment. Policies reflect UK expectations while meeting all relevant Thai legislation. A written health and safety policy is implemented effectively, and leaders ensure that procedures are understood and followed. A comprehensive risk assessment policy is in place, with assessments completed for all key activities, reviewed regularly and used to reduce identified risks. Fire safety arrangements are secure; drills are practised regularly, staff know their responsibilities and pupils understand how to respond safely.

Safeguarding arrangements meet the expectations of the UK while acknowledging the host country's requirements. Staff are trained in child protection and understand their duties under Keeping Children Safe in Education (2025). Pupils can identify trusted adults and speak confidently about how to stay safe in school and online. Leaders promote a strong safeguarding culture characterised by vigilance, openness and shared responsibility. Parents describe the school as a secure place with safe people, and pupils report that adults listen to them and take their concerns seriously.

Transitions into school are carefully planned with close liaison between staff and families ensuring that pupils settle in quickly and feel known, supported and reassured from the outset. Parents report that any early worries are dealt with promptly, helping pupils establish positive routines and confidence. When difficulties arise, staff respond sensitively and consistently, ensuring that pupils feel safe and well supported, contributing strongly to pupils' positive attitudes and sense of security.

Pupils' behaviour is consistently outstanding. A written behaviour policy sets clear expectations and sanctions, and records of serious incidents are maintained. Pupils report that bullying is rare and that staff act quickly and fairly when concerns arise because the school implements an effective anti-bullying strategy. Pupils demonstrate an age-appropriate understanding of respectful behaviour and personal responsibility.

Attendance is monitored rigorously. Pupils' attendance is above the UK average and Thai expectations, reflecting strong parental engagement and the school's clear communication that punctuality and regular attendance are important for success.

Medical provision is appropriate and well organised. First aid is administered promptly by trained staff with records kept securely. The medical room is suitably equipped, and pupils with complex needs receive sensitive, well-coordinated support. Pupils learn how to keep themselves safe through age-appropriate teaching, including first aid awareness and understanding how to seek help.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has appropriate procedures in place to ensure the suitability of proprietors, staff and other adults working with children. Leaders maintain a comprehensive single central record (SCR), overseen by administrative staff, which includes checks relating to identity, qualifications, criminal record clearance, references, medical fitness, right to work and dates of appointment. During the inspection, leaders responded promptly to minor administrative gaps identified in the SCR and were able to demonstrate that safer recruitment procedures had been undertaken appropriately.

Safeguarding arrangements are embedded in the school's culture. Staff demonstrate a clear understanding of safeguarding procedures and of reporting requirements, including their wider duty of care towards pupils. Leaders provide regular safeguarding training and staff spoken to during the inspection understood their responsibilities well. The school's inclusive ethos and strong pastoral systems contribute positively to pupils' safety and well-being.

Strong attention is also given to the suitability and supervision of visitors, therapists, outsourced staff and volunteers. Visitors complete signing-in procedures on arrival, and their access to the site is managed carefully.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The campus is thoughtfully designed and well maintained, providing a high-quality environment that supports pupils' learning and personal development. Classrooms are bright, well-lit and have suitable acoustics, enabling pupils to hear clearly and concentrate without distraction. Furniture and layouts are age appropriate, and staff use space efficiently so that teaching is purposeful and resources remain accessible to all.

Specialist classrooms, a vibrant library, and customised areas, including 'Makerspaces', add significant value to the curriculum. These spaces are well organised and equipped, allowing pupils to apply knowledge practically, collaborate and develop independence. Their effective use ensures that pupils experience a rich and varied learning environment that extends beyond the classroom.

Outdoor areas contribute significantly to the curriculum. Shaded play spaces, gardens and the Forest Farm provide opportunities for exploration, creativity and hands-on learning. The newly built basketball court and extensive sports facilities, including swimming pools, a football field, multi-purpose courts and indoor physical education (PE) areas, offer suitable provision for physical development and recreation across all age groups.

The premises are safe and fit for purpose. Pathways, stairways and play areas are well maintained, and signage is clear. Toilets, washing and changing facilities are clean, private and appropriate for the ages of pupils using them. Drinking water is clearly labelled and readily available throughout the site.

Accommodation for medical examination and the short-term care of unwell or injured pupils is appropriate with washing facilities and toilets located nearby. The space is well organised so that pupils can be cared for discreetly and comfortably.

The school uses its premises and resources effectively. The quality of the accommodation enhances pupils' engagement, supports a broad curriculum and contributes positively to their enjoyment of school and holistic development.

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

The school meets the requirements of this standard.

Partnerships with parents are exceptional, characterised by openness, trust and highly effective communication. Parents consistently report that information is clear, timely and responsive, and that they feel fully informed about all aspects of the school. Written information is accessible and comprehensive, and the school's website contains all required documentation, including safeguarding, admissions, curriculum, SEND, EAL, behaviour and sanctions,

anti-bullying, health and safety, first aid and medicines, and complaints. Contact details, leadership information, the school's aims and ethos, and the most recent inspection report are also available, ensuring transparency and clarity.

Parents describe the school as a place where children feel safe, known and valued. They report that safeguarding procedures are well understood and trusted, and that communication about welfare matters is prompt and reassuring. Their views closely match inspectors' findings, particularly regarding the strength of relationships and the culture of care. Parents captured the ethos vividly, stating: 'They nurture our children like little seeds into flowers... and when a red flower blooms, they never label it; they wait to see if it becomes a purple one'. This reflects the school's personalised approach and the respect shown for each child's development.

Parents spoke warmly about the information that they receive regarding inclusion, SEND, EAL and well-being. They repeatedly emphasised that 'the school adapts to the child, not the child to the school', and inspectors found this to be accurate. Behaviour expectations and pastoral approaches are communicated clearly. Parents describe behaviour as excellent and restorative practice as securely embedded. Bullying is described as rare, and when unkindness occurs, pupils demonstrate empathy and understanding. Parents value the school's openness in discussing pastoral matters and the way circle time is used to help pupils reflect and resolve matters.

Academic information is shared regularly through written reports, internal assessments, parent and teacher consultations and showcase events. Parents stated that they always know how well their child is doing and feel confident that teachers would be in touch immediately if concerns arose. They also feel able to approach teachers informally without waiting for scheduled meetings. The school's responsiveness to parental feedback is evident, for example, in the expansion of relationships, sex and health education (RSHE) in Year 6 following feedback from parents.

Leadership communication is highly effective. Parents describe leaders as approachable, proactive and deeply responsive, noting that their views are listened to, valued and acted upon. The school provides high-quality information and maintains strong, trusting partnerships that consistently support pupils' academic and personal development.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The school's complaints procedure is comprehensive, clearly structured and available to parents through the school's website. It provides clear stages and timelines for resolving concerns, beginning with informal resolution before progressing to formal written complaints, where necessary. The procedure includes provision for an independent panel hearing and enables parents to be accompanied during this process. The policy clearly states that records of complaints, outcomes and actions taken will be maintained securely, although the school

has not, as yet, received complaints that have not been resolved informally. Leaders' strong relationships with parents and carers mean that concerns are resolved promptly.

Confidentiality arrangements are clearly established and understood by leaders. Complaints' documentation supports transparent, fair and timely handling of parental concerns.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leaders, proprietors and those responsible for governance have established a highly inclusive and ambitious school culture that ensures pupils thrive academically, socially and emotionally. The school's values of being safe, mindful, kind and engaged are deeply embedded across all aspects of school life. Leaders at all levels communicate a clear moral purpose and an unwavering commitment to ensuring that every pupil, including those with significant SEND and EAL needs, achieves well from their starting points. As a result, the school meets the BSO standards consistently and prepares pupils effectively for the next stage of their education, including transition into British and international schools.

Governors and proprietors provide highly effective strategic oversight. They understand their statutory responsibilities well and ensure that the school operates legally and with appropriate financial accountability. Governance arrangements promote both challenge and support in equal measure. Governors work closely with senior leaders while maintaining clear professional boundaries between governance and operational leadership. They understand the school's context exceptionally well and use this knowledge to guide strategic priorities and future development. The headteacher's performance is managed through regular review and professional dialogue although no formal process is in place. Governors ensure that school improvement planning is aligned closely with the needs of pupils and the long-term vision for the school as it looks to expand provision through the introduction of key stage 4.

Senior leaders demonstrate outstanding capacity to sustain improvement. Self-evaluation is accurate, reflective and sharply focused on pupils' outcomes. Leaders analyse assessment information carefully and use a wide range of monitoring activities, including lesson visits, work scrutiny and discussions with pupils, to evaluate the impact of provision. Collaboration between the SEND team and the academic subject leaders ensures that strategic planning is thoughtful and sufficiently ambitious. Leaders identify priorities honestly and respond proactively to emerging needs. For example, leaders have already recognised the need to strengthen consistency in the provision of phonics and have devised a detailed plan to refine training and monitoring systems accordingly.

Leadership at all levels is highly effective. Subject and phase leaders contribute strongly to curriculum development, staff support and the school's improvement. Staff work collaboratively and share expertise regularly, including with its sister school. Professional development is highly effective. Teachers and support staff benefit from high-quality training, coaching and collaborative planning. Continuous learning is encouraged and incorporated in the school's appraisal process. Staff spoken to during the inspection described leaders as approachable, supportive and responsive to their workloads and their well-being. Early career

teachers receive particularly effective support. Staff morale is high and staff are proud to work at the school.

Leaders have created exceptionally strong systems to promote equality, inclusion and respect; there is a deep moral purpose to their work. The school's provision for pupils with SEND is highly effective and reflects leaders' determination that all pupils should participate fully in school life. Specialist therapists, teachers and support staff work together cohesively to remove barriers to learning and support pupils' personal development. Leaders actively promote respect for diversity and ensure that pupils learn about different cultures, faiths and family structures in an age-appropriate way. British values are promoted effectively through the curriculum, assemblies, pupil leadership opportunities and wider school experiences.

Leaders gather the views of pupils, parents and staff systematically and respond thoughtfully to the feedback. Parents are overwhelmingly positive about the school and particularly value the nurturing environment, strong levels of communication and personalised support for their children. Pupils speak enthusiastically about their learning and state that they feel safe, respected and listened to. The pupils' survey confirms this. Relationships throughout the school are exceptionally strong and contribute significantly to pupils' confidence and their well-being. Staff feel valued and empowered to contribute to school improvement initiatives.

Safeguarding is effective and prioritised by leaders at all levels. Leaders have established a strong safeguarding culture where pupils' welfare and emotional well-being are central to the school's work. Staff are well trained and understand safeguarding procedures clearly. Pupils report that they feel safe in school and know whom to speak to if they have concerns. Recruitment and safeguarding procedures meet requirements overall and leaders act promptly where minor administrative gaps are identified.

Early Years Provision

The quality of **early years'** provision is outstanding

Early years provision is a significant strength of the school. Children make a positive start because relationships are warm, routines are clear and staff know children exceptionally well. As a result, children settle in quickly, grow in confidence and sustain high levels of engagement. Parents speak highly of the excellent arrangements for communication and the way staff support smooth transitions into Nursery, Kindergarten and the Reception Year.

Teaching is purposeful and responsive. Staff use highly effective interactions to extend children's thinking, model language and support early communication, particularly for the high proportion of children who are EAL speakers. The curriculum is well sequenced and rooted in child development, providing rich opportunities for exploration, problem-solving and early literacy and mathematics. The need to strengthen consistency in the provision of phonics has been recognised. Indoor and outdoor provision is thoughtfully organised so that children gain access to resources independently and sustain their levels of concentration at the different workstations. The Forest Farm, outdoor learning areas and practical activities such as cooking, sewing and using real tools, contribute strongly to children's physical development, resilience and curiosity.

Children make strong rates of progress from very low starting points, including those with SEND and those who are new to English. Although attainment remains below England expectations for some children due to often multiple needs, progress is rapid and sustained. Through purposeful play, children develop self-regulation, communication and independence skills. By the end of the Reception Year, most are well prepared for the demands of Year 1.

Behaviour is calm and cooperative. Children show kindness, take turns and follow routines with increasing levels of independence. They understand how to keep themselves safe, for example, when caring for animals, using outdoor equipment or managing tools in the Makerspace.

Leadership of the early years provision provides knowledgeable and reflective direction. Leaders have a clear understanding of strengths and priorities, use assessment information effectively and work closely with parents and external specialists. This provision significantly enhances children's welfare, learning and personal development.

Compliance with regulatory requirements

St Andrews Samakee International School meets all of the required standards except those that would be in breach of the host country's laws. 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 Samakee International School encourages respect for other people, paying particular regard to the protected characteristics of age; disability; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and 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:

The school has recently introduced a new phonics curriculum which is not yet fully implemented and embedded across EYFS and key stage 1. The school recognises the need to continue to develop the phonics programme so that pupils make more rapid rates of progress. Leaders should now ensure that a consistent phonics curriculum is implemented so that more pupils reach the phonics standards by the end of key stage 1.

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 Samakee International School
Type of school	Private. For profit.
Date school opened	January 2000
Age range of pupils	18 months to 14 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	139
Number on roll (part-time pupils)	15
Annual fees (day pupils)	714,800 THB
Annual fees (boarders)	N/A
Address of school	43 Soi Tiwanon 48, Tsai, Mueng Nonthaburi, Nonthaburi 11000 Thailand
Telephone number	+66 2952-4003
Email address	samakee@standrews-samakee.com
Headteacher	Monica L. Sudhirak
Proprietor	Monica Sudhirak, Graham Sullivan, Roy Barret.

GLOSSARY

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

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

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

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

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

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

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

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

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted 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.

Knowledge and Human Development Authority (KHDA) – Private schools in Dubai are required by the to be inspected. A joint KHDA/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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