

Southern International School Hat Yai

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 inspection was carried out by two Education Development Trust inspectors. They had access to a wide range of information prior to the inspection. Over three days, inspectors visited 32 lessons, observing teachers in a wide range of subjects. They scrutinised students' work and talked to them about their learning. They also observed break-times, assemblies and other aspects of the school's work.

Inspectors held 19 meetings with senior leaders and managers, leaders of the early years, primary and secondary phases, other leaders and staff and representatives of the governing body. They had two meetings with students, met with parents and took account of the school's surveys of parents' views. Inspectors looked at school documents including: the school's self-evaluation, improvement and development plans, policies, assessment systems, data analyses, complaints policy, safeguarding procedures and records of attendance, safeguarding and behaviour incidents.

2. School context

The Southern International School, Hat Yai was licensed as an international school in September 2015. There are 146 students on roll aged between two and 17 years. The school has doubled in size in the last two years. There are 47 children in the early years, 75 students in the primary phase and 24 in the secondary phase.

The Southern International School is a privately owned, non-selective, multinational school. Virtually all students speak English as an additional language. Thai is the most common first language. The school's stated mission is 'to develop our young people in terms of 21st century skills, such as problem-solving, creative thinking, curiosity, communication and team-working, and eternal values such as respect, tolerance, environmental awareness and lifelong learning'. The school aims to create a culture of achievement and opportunity for all its students within a community where they are safe and happy.

The curriculum in the early years follows the England early years foundation stage framework. In the primary phase, students follow the National Curriculum in England for core subjects and the International Primary Curriculum (IPC) for other subjects. In the secondary phase, students aged 11 to 14 years follow the Cambridge Lower Secondary Curriculum for English, mathematics, science and global perspectives and the English National Curriculum for other subjects. At Key Stage 4 students follow Cambridge International General Certificate of Secondary Education (IGCSE) courses.

Teaching staff have a wide range of international experiences. The majority of staff were educated and trained in the United Kingdom (UK). The headteacher took up the post in June 2017. Senior leaders and subject coordinators have all been appointed to leadership posts within the last two years.

Report summary

Accreditation status

Southern International School, Hat Yai 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 30 May 2019 to 30 May 2024

Overview of main strengths and areas for development

Report headlines

The Southern International School is a good school. It provides a good quality of education and meets the required standards for accreditation. Students' personal development and the school's partnership with parents are outstanding. Students' highly positive attitudes to learning contribute to their excellent personal development and good academic progress. Parents appreciate the school's 'family feel' and feel that teachers know their children 'exceptionally well'. Students are well cared for and safe. They experience a broad international curriculum that supports the school's mission to equip students with '21st century skills, such as problem-solving, creative thinking, curiosity, communication and team-working'.

Students' starting points vary. A large majority start school speaking little or no English. All students have joined the school within the last four years, starting their international education in various year groups. From their varied starting points, students make at least good progress in English, mathematics, and science. They make very good progress in their English language and communication skills, which enables them to access the full curriculum quickly. Students make satisfactory progress in Information and Communication Technology (ICT) and computing, where learning has been hampered by a lack of resources in the past. Resources are being improved and leaders are aware of the need to broaden the ICT curriculum.

Compared to the UK, the standards reached by students in English, mathematics, science and ICT are variable. In the primary phase, students who have been in school longest make the most progress and attain standards that are at or above UK standards expected for their age. For more recent arrivals, standards are inevitably below those of English-speaking peers. In the secondary phase, students follow a curriculum for students who speak English as a second language (ESL). They attain above-average standards, when compared to international standards, in lower secondary. Examination data is limited to a few students, who have attained C grades and above in IGCSE.

The quality of teaching, learning and assessment is good. In the early years, teachers have a good understanding of how children learn and plan exciting activities for them. Throughout the school, teachers' subject knowledge is outstanding. Teachers know students extremely well and plan lessons that interest and motivate them. Students also benefit from good support from teaching assistants who work in close partnership with teachers. Assessment systems are at an early stage of development and are not yet used to full effect to plan precisely the next steps in students' learning. Leaders have identified correctly the need to develop systems for checking students' progress and attainment against their prior learning and international benchmarks. In the early years assessment is not used as well as it could be to evaluate children's learning against the school's curriculum and age-related development statements. This means that, at times, learning activities are not precisely matched to children's capabilities.

Governance, leadership and management are good. Governors are ambitious for students. They work productively with the leadership team and ensure the school is well resourced. The headteacher is experienced and knowledgeable. He is motivating staff and driving through improvements successfully. Phase and subject leaders have all been appointed within the last two years. They are capable, motivated and highly committed to school improvement. However, these leadership roles are not yet developed fully, especially in relation to evaluating students' progress and attainment and supporting teachers to improve students' outcomes. Currently, leaders do not have oversight of the implementation of all subjects within the International Primary Curriculum (IPC).

Leaders and governors demonstrate a shared vision and ambition to keep improving the school and have the capacity to do so. They have sustained the school's happy atmosphere and community spirit while facilitating a significant rise in pupil numbers and expanding the curriculum. The school's facilities and resources are good. Staff are committed and supportive of leader's vision.

Recommended areas for development

- Embed the school's system for tracking students' progress and attainment in comparison with international benchmarks. Ensure that teachers can use this information to plan precisely, the next steps in teaching and assure the best possible learning outcomes for students.
- In the early years, develop assessment so that staff can evaluate children's learning in relation to age-related development statements and plan for their next steps.
- Improve leadership across the school by:
 - ensuring that phase and primary subject leaders have a full understanding of the attainment and progress of students in their subject or phase
 - ensuring that leaders across the school can support and challenge teachers to improve outcomes for students
 - developing oversight of the IPC to ensure students' knowledge and skills are developed progressively in science and foundation subjects in the primary phase, so they make even better progress.
- Develop the ICT and computing curriculum and resources to ensure students build on their knowledge, skills and understanding as they move through school.

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

- Students make good progress in English, mathematics and science.
- Attainment against international ESL standards is above average in English, mathematics and science in the secondary phase.
- Students who speak little English when they start school and those identified as having special educational needs and/or disabilities make at least good, and often better, progress from their various starting points.

A large majority of students start school speaking little or no English. None of the students have completed their primary or secondary education at the school.

English

Students of all abilities, including those with special educational needs and/or disabilities, make good and often better progress in **English** from their various starting points. The standards attained by individual students vary. Those who have joined the school recently with little English, are not yet able to attain at UK standards for their age. In some year groups, this is a sizeable proportion of the cohort. Students who have been at the school longer, typically reach standards at or above UK averages, in the primary phase. Secondary students achieve above average standards in ESL assessments in lower secondary and a good standard in IGCSE ESL and English literature course work.

Children enter early years with knowledge and skills that are typically well below those found in the UK. Children's rapid acquisition of language underpins their good progress in reading and writing. By the end of early years children's communication, language, and literacy development is closer to, but still below, UK standards.

In the primary phase, students read age-appropriate texts with fluency and understanding. They write for a range of purposes and audiences and use exciting vocabulary and punctuation to convey atmosphere. In Year 2, for example, students produced high-quality descriptive writing evoking the senses, based on 'Charlie and the Chocolate Factory'. In Year 6, they captured the drama and suspense of being caught in an avalanche using speech, ellipsis and parenthesis.

In the secondary phase, students read challenging and thought-provoking literature. They develop good analytical skills. For example, students in Year 10 analysed the language features used by the poet Carol Ann Duffy and presented their findings to the class confidently. As students develop their English language skills, they use increasingly complex sentence structures and demonstrate a good understanding of spelling patterns. Most-able students make good progress and are supported to take IGCSE in literature.

Students who speak little or no English when they join the school make good progress in their language and communication skills, enabling them to access the full curriculum. Their vocabulary grows and they learn to read for meaning and use a range of strategies to work out unknown words. For some students, their inexperience in speaking English, limits their ability to express their ideas in writing using correct grammar and syntax.

Mathematics

Standards in **mathematics** are good but vary considerably from student to student. Progress is good for all students across the school including those with special educational needs and/or disabilities. The longer the students have been in school the better the progress they make. For many students, their limited spoken English impacts on their ability to develop their understanding of language-based aspects of mathematics. However, they make good progress from their starting points. Students who have particular talent in the subject are supported to attend some classes with peers who are considerably older.

In the early years there is a strong focus on the development of basic skills and mathematical language. By the end of the early years, children count to twenty with confidence and match the number to its written form. Able children quickly learn the first ordinal numbers in oral and written form.

By the end of Year 6, most-able students complete simple algebraic problems, calculate volumes of objects and missing angles on a straight line. All students are confident in basic computation, calculate perimeters and convert between simple units of measurement. Progress is very good throughout the primary phase.

In the secondary phase, students make good progress against their prior attainment. The small number who have taken an IGCSE examination so far, have passed with a C grade. Similar results are expected next year.

Science

Standards in **science** are good across the school. For those students who arrive in school with limited spoken English, standards are inevitably below those of English-speaking peers. This is because they initially find it harder to work with the particular vocabulary of the subject and to express their ideas fully. Progress for students is always good and is often better than this. In the early years, children start to think about the world around them, studying animals and their habitats, for example. They participate in experiments such as trying to land an egg safely when dropped from a window.

Throughout the primary phase, as part of their IPC programme, students develop their research, investigative and reporting skills. In Year 2, for example, students designed

boats to apply their learning about floating and sinking. In Year 3, they undertook experiments to find the different melting points of chocolate.

Students who have studied science in the school's primary phase arrive well equipped to begin secondary science. They have good knowledge of key concepts, terminology and the fundamental skills of scientific methods of working. They make good progress throughout the secondary years. In last year's Cambridge external examinations, most students achieved the silver award. By the time, students are in Year 9, they are able to ascertain the cycle of illness which stems from parasites and suggest valid methods for controlling the illness.

One student has taken an IGCSE examination in Chemistry and was awarded the highest grade. Next year's Year 11 students are expected to gain passes in Combined Science but at a slightly lower level.

Information and communication technology (ICT) and computing

Standards in **ICT and computing** are satisfactory. Students' learning and progress has been hampered by a lack of resources in the past and lack of breadth in the curriculum. Students have limited access to ICT to support their learning across the curriculum. To date, no students have taken qualifications in computing or ICT.

In the primary phase, students use technology competently to create, organise and store digital data. They use the internet to carry out research and create basic texts and presentations. In Year 2 for example, students researched information about pollution and organised their findings into a basic presentation. By Year 6 students are able to analyse, evaluate and present data using a range of software. However, students are not able to design and debug programmes or understand simple algorithms because these aspects of computing have not been taught.

In the secondary phase, students are increasingly discerning about the quality of information that is accessible on the internet. Students have a basic understanding of hardware and software components. They can use a range of applications with confidence. However, their analytical and problem-solving skills are not well developed.

Students in all key stages have a good understanding of how to use technology safely and responsibly, appropriate to their age. They are able to identify unacceptable behaviour and know how to protect their identity and privacy. Students are aware of how to report any concerns.

Other subjects

Progress and attainment are good within the IPC, in Thai language and in music, art and physical education. Students in all phases of the school enjoy the opportunities to learn in these subjects to deepen and widen their knowledge both in formal lessons and in

extra-curricular activities. They benefit from teachers who are skilled and knowledgeable in their specialist areas.

Students with special educational needs and/or disabilities receive effective support and guidance which develops their confidence to both participate in lessons and to work independently. Consequently, they make good progress.

Standard 2: Students' personal development

Highlights and Recommendations

- Students show great respect for each other and for adults.
- Students have highly positive attitudes to learning.
- Students' support each other and contribute immensely to the school's happy, family environment.
- Students have a strong commitment to helping others.
- Students have many opportunities to develop effective leadership skills.
- Students collaborate with each other constructively.

Students' personal development is outstanding. Their attitude to learning is excellent and they are very happy to come to school. They benefit from the friendly atmosphere and help to create an environment where all care for each other irrespective of age, religion, race or culture. Students' enjoyment of school is reflected in their good attendance, which is above the UK average. There is no bullying and younger students, especially, have an almost permanent smile on their face.

From an early age, students learn what is right and wrong. They show good awareness of their own behaviour and its impact on others. They are polite and welcoming and interested in new events, ideas and activities. Students like to learn and are proud of their achievements.

Students look out for each other and are very supportive of newcomers to the school. In classes, they are quick to support each other when they sense that a peer is experiencing difficulty. Students are highly respectful and relationships within the classroom and around the school are excellent.

Students play an increasingly significant role in choosing charities and arranging activities to support a range of causes. For example, they have recently raised funds for a nearby school in which many students are orphans or lack family support. Students very much like to get involved in activities and enjoy making a positive difference to others. They have a strong sense of justice, fairness and morality. Students show a good level of understanding of cultural and spiritual matters. They celebrate religious and other festivals embracing both Thai and western cultures. They sing the anthem and observe the flag with pride and deference.

Students are involved in all aspects of school life and benefit from the many leadership opportunities that are available to them. They regularly lead the raising of the flag and speak at events. They have leadership roles in the motivational House system, which helps them excel in sporting, cultural and artistic activities. The 'student government' representatives have negotiated various improvements, such as the availability of the library for older students at break times. Students are accustomed to voting for those who take on leadership roles. Such activities help them develop their confidence, understanding of teamwork, responsibility to others and to understand democracy in practice. Students are committed to gaining house points for themselves and for their house through completion of work, effort, behaviour and quality of work.

Students led the development of a popular 'Spirit week' in which they undertook a variety of fun activities. They relaxed and had fun together and explored creative sides to their personality in a safe environment. The days included a 'strange hair' day and a 'backwards day' where the timetable was reversed, as well as celebration of the Songkran festival!

Standard 3: Teaching and learning

Highlights and Recommendations

- Teachers have a thorough knowledge of individual students and are committed to meeting the individual needs of all students.
- Teachers have strong subject knowledge.
- The management of lessons promotes maximum learning time.
- Relationships between staff and students are constructive.
- Teachers have created a positive learning environment.
- Teachers plan and deliver lessons which engage students.

Relationships between students and teachers are positive and respectful. Teachers have high expectations and manage classes well. They create a climate of purposeful and enjoyable learning and give students confidence that they can succeed. As a result, students are motivated and enthusiastic and very keen to participate actively in their learning. They feel confident in asking questions to seek clarification, extend their learning or request help. Teachers create effective opportunities for students to develop their independent learning skills from an early age, such as when they were designing wrappers for chocolate bars in Year 3.

Teachers' subject knowledge is outstanding. The proportion of teachers with a formal teaching qualification has increased significantly and nearly all teachers are now qualified or are undergoing suitable training. Teachers plan lessons that are exciting and interesting. They use a range of resources well, including technology where it is available. However, not all classrooms have adequate systems for effective projection and students currently have limited access to technology to support learning in different

subjects. In the early years and primary department, excellent use is made of the school environment to enhance opportunities for students to learn.

Teachers work hard and want the best for their students. They create an exciting learning environment and use classroom walls to showcase student work and provide materials for ongoing reference. Teachers recognise the importance of their role as both subject teachers and teachers of an additional language. They are continually developing their skills and teaching resources which are critical to the progress of many students in the school, especially those entering a new and different environment from that to which they are accustomed. Secondary teachers have rightly identified the potential to extend their skills to differentiate effectively for such students.

Teachers plan effectively, to meet students' diverse needs. Most lessons include a variety of different activities which are well linked and help students to consolidate and extend their learning. Students respond well when they work collaboratively, and they also show high levels of interest and concentration and work very well independently.

In the early years teachers and teaching assistants have a good understanding of how young children learn. They make the most of opportunities to extend children's vocabulary and develop their communication skills. They plan teaching and activities that capture children's interest across all areas of learning. However, assessment is not used as well as it could be to evaluate children's learning against the school's curriculum and age-related development statements and plan for their next steps.

In the primary and secondary phases, teachers assess students' work effectively in lessons, in homework and through end-of-unit tests. Many routinely give constructive feedback on what students need to do to improve their work. Much of this feedback is of high quality. In secondary phase English, for example, detailed feedback helps students reflect on what they have done well and to know precisely what they need to do next to improve their work. In some lessons, students are given clear guidance on how to assess their own learning and the work of their peers. In a music lesson, for example, young students developed a short rhythm which they notated musically; their peers clapped it out and checked its accuracy. In a secondary humanities lesson, students provided constructive feedback to their peers who presented their findings on aspects of environmental damage.

Students with little English receive good quality support tailored to their specific needs in small groups in addition to their class-based work. The needs of the few students with special educational needs are well met; where in-class support is provided this is done with sensitivity. On occasions, activities are not sufficiently challenging for most-able students.

Standard 4: The curriculum

Highlights and Recommendations

- The curriculum is adapted well to meet the diverse needs of students.
- The curriculum in the primary phase is vibrant, exciting and motivational.
- Homework is used well to develop students' learning.
- The curriculum prepares students for an international world and adult life.
- Extra-curricular activities extend learning well.

The curriculum is good in all parts of the school. As the school is newly established, teachers have been developing schemes of work; this work is ongoing. The curriculum is sufficiently broad and balanced and meets the needs of all students, including those with special educational needs and/or disabilities and those who speak English as an additional language. Teachers know their students very well and adapt the curriculum to their learning needs successfully. Students who have little English benefit from tailored additional support.

The school combines well aspects of international and Thai culture throughout the curriculum. The school's curriculum includes aspects of the England early years foundation stage framework, the national curriculum in England, the IPC and IGCSE. The curriculum aims to 'ensure a strong academic background for students whilst enhancing their personal qualities and international mindset'. The school also offers Thai language and Mandarin. The curriculum is a significant factor in enabling student progress and enhances the respect that students show towards each other.

The curriculum is broader in the early years and primary phase, where there are more students. In key stage 4, students currently have a limited choice of options. The IPC is engaging and challenging and helps students see links between subjects as well as developing the skills and learning they need in individual subjects in secondary study. Secondary teachers comment positively about the preparedness of students for secondary study.

There is a detailed programme for personal, social and health education (PSHE) throughout the school which makes a strong contribution to students' development. In the primary school, for example, students have written individual "Bills of Rights" and regularly explore and review how they match up against the personal values that underpin the IPC. Through PSHE, students are helped to understand themselves and others. Increasingly, the emphasis in secondary is about dealing with modern issues and preparing for the demands of adulthood. Careers support for older students and regular careers days involve not just external speakers but workshops and activities for younger students.

The curriculum is enhanced by a wide range of extra-curricular activities which are well attended. These extend sporting and creative opportunities as well as charity work.

Some secondary students would like more sporting opportunities. The school has conducted a residential trip to the River Kwai which led to some in-depth learning about the impact of war. There are also productive educational days or weeks which focus on books or science, for example. Although there are end-of-year trips the school does not yet use the local environment beyond school to any great extent. The school grounds, however, are used very well, as when students made a section of Roman road linked to their learning in history. Homework extends learning opportunities well and includes online activity which is especially well developed in secondary phase mathematics.

The school curriculum seeks to develop its students as international citizens of the future and includes much work on environmental, international and local issues. Current news is incorporated well. A wide range of festivals and events is celebrated.

The school chooses its IPC units carefully to ensure balance, but it will be some time before any student has gone through the entire programme. Currently, leaders do not have detailed oversight of teaching and learning within the IPC. Leaders recognise the need to check that students' knowledge and skills in science and foundation subjects are developed systematically and progressively over time, to enable them to make even better progress.

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

Highlights and Recommendations

- The quality and quantity of the school's accommodation and resources are good.
- The school is being developed imaginatively as the school expands.
- Staff recruitment and vetting procedures are thorough.

Since the school opened in 2015, the accommodation and staffing have been developed thoughtfully, to cater for the increasing number of students. Staff are thoroughly vetted and well qualified to teach the expanding curriculum. They have relevant subject specialisms and the vast majority are qualified teachers or are undergoing training for qualified teacher status. There is an experienced special educational needs coordinator and a specialist teacher to support students at the early stages of learning English.

The school provides a safe and happy learning environment. Students can access good-quality indoor and outdoor learning areas in each phase of their education. As well as the purpose-built classrooms and social areas, there are several areas for small group or individual tuition and private conversations. The school is well resourced to support students with special needs and those who are at early stages of learning English. The library is well stocked with a range of high-quality literature and factual books that capture students' interests as they move through the school.

The indoor and outdoor areas are carefully designed and fully equipped to meet the needs of different age groups. The early years areas and primary classrooms support teaching and learning across the whole curriculum. In the secondary phase, students are taught in subject-specialist rooms that promote successful independent and collaborative learning. High-quality display adds vibrancy and interest to classrooms and corridors across the school. ICT resources have improved with the installation of an ICT suite and leaders are improving ICT resources within classrooms. Outdoors, students have access to areas where they can play team games, practise their golf technique, develop their fitness or relax in the peaceful garden.

The canteen serves good-quality food, including healthy options. Leaders ensure suitable hygiene arrangements are in place for preparation, serving and food consumption in the kitchen. The school has all the required certificates to demonstrate that it operates safely and legally. The maintenance and cleaning teams ensure that all areas of the school and grounds are maintained to a high standard.

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

Highlights and Recommendations

- The school achieves a good level of care and support.
- Students feel well cared for and are safe.
- Students and parents comment positively about the school's 'family feel and close community'.
- Students continue to be well known by staff as the school expands.
- Training and procedures for safeguarding and child protection are rigorous.

Leaders and governors place a high priority on the care and support that are provided for students. Admission and induction arrangements are good. Before students start at the school they are invited in for three 'Discovery Days', which prepare them well for the start in their new school. New students are welcomed by others, so they settle in and quickly feel part of the school community. Similarly, effective arrangements are in place to support students in the move to their next class.

Leaders ensure safeguarding is embedded in all aspects of the school's work. Staff are trained to the appropriate level and receive regular updates. They are fully aware of the school's policies for child protection, behaviour management and anti-bullying. They are vigilant in ensuring students' safety and wellbeing. Arrangements for safeguarding meet the current requirements in the UK and Thailand.

In meetings, students say they value the support they receive if they have personal, emotional or academic difficulties. They feel able to ask teachers for extra help. They have access to good support from the school counsellor, who is always on hand to

advise about any concerns. Detailed, confidential records are kept about any incidents, accidents or injuries and parents are well informed.

Students say they feel safe in school and bullying is rare. The school's work on anti-bullying ensures students understand different types of bullying and how to deal with any instances should they occur. Much work is undertaken to help students know how to keep themselves safe, including when they are online and using technology. Students are involved in risk assessments and aware of risks within and outside school.

The school provides a healthy environment for students. The medical room is well equipped, and the on-site school nurse provides expert first aid and treatment when needed. In response to parents' requests, the recently formed 'food committee' has secured improvements in the quality and range of food available for students. The curriculum promotes healthy lifestyles in a range of subjects. Physical activities and sports are an integral feature of the school's curriculum offer and after-school activities. Leaders have worked with the District Health Department to ensure the school complies with all local requirements.

Rigorous risk assessments cover all aspects of school life. Regular health and safety audits and weekly risk assessments on buildings and resources ensure the school premises are safe and well-maintained. Thorough risk assessments are in place to ensure students' safety when they participate in school events, trips and visits.

Access to the school site is carefully controlled. Evacuation and lockdown procedures are practised regularly so students and staff know what to do in case of an emergency. The school minibus and minivan are checked regularly and are in good repair. Leaders ensure that drivers have had suitable health and safety checks.

Standard 7.0 The school's partnership with parents and the community

Highlights and recommendations

- This standard is outstanding.
- Parents receive high-quality information about their children's progress.
- Parents are extremely well-informed about school events and included in decision-making where possible.
- Links with local and regional communities are well-developed.

Parents are kept fully informed about school events and their children's learning, through a wide range of communications. They are highly positive about the quality of information and the education and care provided by the school. They say, for example, 'The school is like a family. All the teachers know the children exceptionally well. They plan teaching that suits their characters and helps them make good progress'.

The high-quality information starts in the early years, where practitioners meet with parents every day as they drop off and collect their children. It continues throughout school, through the 'SIH Family Line Group', various online applications, regular letters, emails and information in students' planners. The regular communications ensure parents are fully engaged in school life. They know precisely what their children are studying and what to expect as their children move through school.

Parents appreciate the access they have to class teachers. Meetings each term and detailed written reports make sure parents are well informed about their children's efforts and academic progress in each subject. The reports provide targets for improvement as well as a commentary on students' attainment and progress. Parents have a full understanding of the school's curriculum, provided through a termly overview and weekly information about class and homework. Parents of students with special educational needs and/or disabilities are well informed at every stage of their development.

Information on the website provides parents with an overview of the curriculum, staff, school facilities and a daily update on news and events. There are currently no policies on the website. However, the handbook refers to policies and they are available on request. Parents say they are aware of the school's policies and procedures.

Leaders welcome parents' views and involve them in decision making through various means. For example, the 'Parents' Club' provides guidance on arrangements in school and advises on events. Leaders have extended food choices, changed lunch timings and broadened the curriculum to offer Chinese as an additional language, as a result of parents' views. Parents participate widely in events such as celebration assemblies, themed days and shows, family sports days and school trips. Parents who made their views known are confident that they can approach leaders with any concerns, and they will be dealt with sensitively and appropriately.

Leaders have developed links with a range of community partners. They work with local schools and schools further afield to share effective practice. Links with the local university are supporting the broadening of the curriculum and careers education. Students and their families raise funds for local schools, an orphanage and an old people's home.

Standard 8: Leadership and management Highlights and Recommendations

- The governance, leadership and management of the school are good.
- The headteacher is knowledgeable and experienced. He is driving through improvements with the support of all staff.

- Governors and leaders have a good understanding of the school's strengths and areas for further development based on their rigorous checks on the school's work against the ISQM standards.
- There is a highly positive culture and happy atmosphere in school.

Leaders and managers have sustained the school's happy atmosphere and 'family feel' while facilitating growth. The school's core values and mission to 'prepare our students for the challenges of a rapidly changing global community' are upheld within a safe and nurturing community. The school is fully inclusive. Leaders ensure that all staff tackle any form of discrimination, promote equality and celebrate diversity. All students have full access to the curriculum. Those who need extra help in learning English or with special educational needs are supported very effectively.

The headteacher provides knowledgeable and motivating leadership. He provides a good role model in leadership and has high expectations for students. The headteacher is supported well by a committed team of staff. Since joining the school, he has driven through a number of significant changes to improve the quality of provision, broaden the curriculum and raise standards in teaching and learning.

Phase and subject leaders are recently appointed. Phase leaders are part of the senior leadership team and make a good contribution to staff's performance management. Their regular team meetings ensure that all staff are aware of school development priorities and key policies. However, phase leaders do not yet have a clear role in monitoring and evaluating strengths and weaknesses in students' progress and attainment or supporting teachers to improve students' outcomes. Primary subject leaders are similarly unclear about how well students are making progress and attaining in their subject across the primary phase.

Information on students' progress and attainment is currently lacking because the system to track students' progress is new and is not yet embedded across the school. Further training is planned to ensure assessments of students' academic performance are accurate.

Leaders at all levels are enthusiastic and committed to school improvement. They are keen to improve their leadership skills. The recently formed school improvement team, have supported self-review and are beginning to drive improvement. Leadership of provision for students with special educational needs and/or disabilities is good. There is an effective system to ensure all teachers are aware of students' specific learning needs, in which all such students have a passport for learning.

The school's self-review document provides an accurate evaluation of the school's strengths and weaknesses. Leaders recognise the main areas for improvement and have prioritised them in the development plan. The school development plan identifies appropriate actions to support improvement. However, it currently lacks measurable criteria by which success and impact of the actions can be measured, particularly in

relation to students' attainment and progress. This is because the system to track students' progress and attainment is still being embedded.

The systems, which have been introduced by the headteacher, to manage staff performance are extremely thorough and high-quality. Staffs' self-evaluation, regular appraisal observations of teaching and learning and performance management planning inform planning for teachers' training and improvement. Professional development is planned carefully to address whole school development priorities and the specific needs of staff. The full induction programme and training week before each school year ensure all staff are well informed about school policies, recent developments and expectations of leaders.

Leaders and governors are outward looking. They are keen to share and develop effective practice with other providers. Leaders are forging links with Hat Yai University to support teacher trainees. The school currently works with local schools and a kindergarten in Bangkok to develop practise and train teachers. The early years provision is undergoing accreditation from the National Day Nurseries Association.

The board of governors has an ambitious, strategic vision for the school, which is focused on making sure all students make the best possible progress. They strive to retain the family ethos and community spirit of the school as it expands. Governors work closely with the leadership team and devolve responsibility for the day to day running to the headteacher and leadership team. They have thorough procedures to manage the performance of the headteacher. They are well informed of school developments and priorities for further improvement through regular meetings and reports from the headteacher.

Financial management of the school is secure. Governors invest in the development of facilities, such as the new science laboratory, as the school grows. Governors ensure the school operates legally and meets all the Thai government requirements. They recruit staff carefully, ensuring they are well qualified and working legally. School policies, including the safeguarding and child protection policies are up to date and implemented effectively.

Staff are committed and supportive of leaders' vision. The headteacher is knowledgeable and focused on developing leadership roles and staff skills across the school. Governors are ambitious for students' all-round development, well-being and academic success. Leaders, governors and staff provide the school with the capacity to improve further.