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Report following the analysis and evaluation of evidence submitted by Amnuay Silpa School for the purpose of re-accreditation as a Thinking School by Thinking Schools @Exeter, School of Education, University of Exeter, UK.

Starting point: the school context.

Amnuay Silpa School is a highly inclusive, innovative, child-centred, culturally diverse, holistically motivated, and family orientated all-through school with 1094 students on roll (ages 3-18). The school is situated as a long-standing influential member of the highly successful international family of Thinking Schools and has a long history of Thinking School development having started its Thinking School journey in 2009. Along the way Amnuay Silpa School gained Level 1 Thinking School status in 2013, placing it as the first Thinking School in Asia, and subsequent Level 2 Thinking School status in 2017. The current application for Level 1 re-accreditation illustrates the school's commitment to building on its Thinking School heritage and moving forward with re-invigorated energy. Amnuay Silpa School is totally committed to developing a whole school approach to the teaching of thinking in a responsive and adaptive manner. As such, Amnuay Silpa School is positioned as one of the core members of the international Thinking School community. The school's vision and values are captured by a clear vision of 'Global Education; Local Tradition'. This is wonderfully illustrated by Amnuay Silpa School's explicit mission to be leading educators in thinking, leadership and innovation. This is underpinned by Amnuay Silpa School's core value of Respect. The aim is to develop Interculturally Competent Individuals and to empower each child to:

- be active local and global citizens within multicultural societies,
- engage with those who are similar and different,
- be reflective and open-minded.

The school's illustration of its vision and mission via the iceberg analogy is that of nurturing a teaching and learning community where the holistic uniqueness and dignity of every person is recognised and celebrated. This clearly demonstrates Amnuay Silpa School's focus on child-centred learning. The core values are operationalised via an innovative holistic core curriculum.¹ Amnuay Silpa School has pursued its Thinking School development with determination, creativity, innovation, and care. This has subsequently secured exceptional and sustained development due to its unswerving devotion to inclusion and the embracement of diversity. This has been achieved via its visionary holistic curriculum that is supplemented by the aspiration for all children to realise the school's vision and mission by embracing the learning qualities of the school's insightful and pedagogic practice. This is

¹ School's website, reflective proforma and digital evidence

illustrative of an exceptionally inclusive school where every individual is encouraged to achieve excellence via the pursuit of a rich and full educational experience.

In aligning the school's vision and mission to a metacognitive developmental process via careful attention to holistic lifelong learning, Amnuay Silpa School has ensured that the Thinking School approach is an integral and secure part of the learning culture of the entire school. Amnuay Silpa School achieves excellent holistic student outcomes as demonstrated by a wealth of robust indicators. In addition to working towards being a Thinking School, Amnuay Silpa School holds a wealth of high-quality charter marks, accreditations and affiliations. This is indicative of an educational provision that serves the wider needs of all students. Indeed, the educational provision extends students' learning and understanding via an imaginative focus on real-life application and collaborative learning. Amnuay Silpa School is clearly a school that prides itself in achieving and maintaining the highest educational standards via a 'human' and fully inclusive provision. For example, the school has an excellent reputation for fully supporting students through its curriculum, pastoral system, and enrichment offering. Amnuay Silpa School has created a wonderfully welcoming and inclusive atmosphere where thinking and learning are not only nurtured but also thrive.²

Amnuay Silpa School's cognitive education development journey has moved forward with innovation, creativity, care, and purpose. Subsequently, a clear thread of training has been in place. Parents and carers form an exceptional partnership with Amnuay Silpa School in terms of the teaching, learning, and support provision.³ There is a strong sense of the 'why' and 'how' elements of pedagogy being pivotal to the work of the school. With reference to this, the school seeks to prepare students as confident, creative, adaptable, and resilient thinkers so that they become committed lifelong holistic learners.⁴ Amnuay Silpa School has embedded thinking and metacognitive approaches in all aspects of school life in order to ensure that its vision and mission are a reality. High quality CPD has done much to secure a cohesive staff team, and there is a real sense of collaboration at all levels. The support of 'external' high-quality consultancy and training is exceptional and fully embraces core educational principles and contextual individuality.⁵

Evidence Base

Thinking Schools @Exeter received the school's submission for accreditation from Mr Andrew Parry (Principal) and the ANS Thinking Drive Team evidencing the history of the school's cognitive education development journey and the work that the school has undertaken since the journey began. The evidence for accreditation is skilfully woven into the reflective proforma and includes links to a comprehensive evidence base, all of which are clearly linked to the 15 criteria and accreditation rubric. This structure is consistently applied and is a particular strength of the school. The evidence on the school's website includes visual information relating to how Amnuay Silpa School not only teaches thinking, but also how the school has developed this aspect as part of its educational culture. The website also includes

² Ibid

³ Digital evidence

⁴ School's website, reflective proforma and digital evidence

⁵ Ibid

key indicators of metacognitive approaches in the classroom. This includes innovative and integrated elements such as Thinking Maps, Thinking Routines (such as Think-Pair-Share), Thinking Hats, Habits of Mind, Higher-Order Thinking (based on Bloom's/Anderson's Taxonomies), and Q-Matrix Questioning Techniques. As such, there is a clear aim to make thinking and learning visible. Amnuay Silpa School has linked this well to its vision and mission.

Thinking School Ethos and Culture

From the evidence presented, it is clear that Thinking Skills are embedded within the culture of Amnuay Silpa School. Curriculum policy documents and plans clearly map out a thinking strategy that subsequently feed into teaching strategies, and so moves thinking approaches from policy to practice. Pivotal to this is the high premium placed on sharing of best practice across the school to include all staff. The focus and attention given to reflection and professional inquiry is an excellent example of the school's pursuit of criticality, creativity, and innovation.⁶

Amnuay Silpa School has a prominent and visible thinking culture, and this is due to the excellent organisational structure and visual presentation. The school's website and illustrative materials exemplify the prominence of a thinking culture. High quality communications with parents ensure that the thinking partnership between the school and parents is strong. Indeed, parents receive comprehensive information about 'being' a Thinking School and also get a wealth of support in order to encourage the application of Thinking Skills. Assemblies and other public forums provide rich opportunities to share children's thinking successes. The high premium placed on celebration and displays further strengthen the Thinking School ethos and culture. As a consequence of these actions, the whole learning community is equipped to support children's learning.⁷ Amnuay Silpa School has forged a number of partnerships underpinned by a Thinking School focus within the local community, Thinking School community and more widely. Teachers regularly collaborate with other schools and lead on pedagogical aspects. Amnuay Silpa School also benefits from high-quality training support in order to keep a 'fresh' perspective in relation to its developmental trajectory. The excellent collaboration enables best practice to permeate throughout the wider school community. Through its connections with a wide range of stakeholders, Amnuay Silpa School conveys a positive, caring and creative atmosphere, demonstrating that careful thought has been put into its organisational structure and visual presentation. This is clearly evidenced.⁸

Senior Management and Whole School Commitment

The Principal and ANS Thinking Drive Team give full commitment to both the Thinking School ethos and the implementation of the cognitive development agenda. This has cascaded to leadership throughout the school and the strong and developmental structure stands as a model of excellent practice. Indeed, the ANS Thinking Drive Team is comprised of a rich blend of expertise and influence. There is a clear focus on professional growth that feeds into the

⁶ Ibid

⁷ Ibid

⁸ Ibid

impactful School Development Plan. The ANS Thinking Drive Team provide exemplary support and feedback based on a comprehensive audit of the key accreditation elements. These are evidenced fully, and this is also a model of exemplary practice.⁹ Directors and Governors are regularly kept up to date about the school's approaches to cognitive education through thorough reports and visits. Feedback indicates a positive shift in students' thinking skills together with whole school development as a Thinking School.¹⁰

The CEO, Principal and leaders throughout the school provide exemplary leadership to support the school's commitment to developing a whole school approach to the teaching of thinking. Modelling and coaching are key features of Amnuay Silpa School's pedagogic practice, and communications are excellent as are planning processes including meetings and subsequent developmental actions. Together, these aspects ensure that there is continued dialogue about Thinking Skills so that specific areas of development can be identified and acted upon.¹¹ There is ample evidence to indicate that Amnuay Silpa School is receptive to change and innovation. The development of cognitive approaches has been part of the school's vision and drive for improvement for many years in response to ensuring that the school has an explicit vision based upon inclusive and holistic educational values. The application for re-accreditation has reinforced this commitment. In this way, Amnuay Silpa School has retained its unique characteristics whilst also embracing change and innovation.

There is a specific organic School Development Plan designed to secure the wide-spread use of Thinking Tools across the school. The range of cognitive developments indicates that plans are aspirational and designed to empower children to progressively take ownership of their cognitive development.¹² Also, plans and CPD provision dovetail well and provide a clear mechanism for ongoing development.

Learning and Teaching

It is clear, from the documentation provided, that Thinking Skills are embedded within the culture of Amnuay Silpa School. Indeed, thinking serves as a 'golden thread' throughout the daily practice of the school. The school's Learning and Teaching approach is built on evidence-based metacognitive principles spanning Thinking Tools, Thinking Maps, Thinking Routines, Thinking Hats, Habits of Mind, Q-Matrix Questioning Techniques, and Bloom's/Anderson's Taxonomies. These elements are explicitly shared with all students and are also adapted to suit the particular learning context of Amnuay Silpa School. For example, a number of metacognitive elements have been adapted to include the school's own particular foci. The integration of elements in the exceptional holistic curriculum model is an excellent example of Amnuay Silpa School's application of its pedagogic vision. Assemblies and public forums reinforce these elements which also feature prominently in the school's achievement system. Indeed, displays reinforce key metacognitive elements in order to stimulate the application of strategies for reflection and self-regulation. All students receive specific training in the use and application of cognitive tools. Reflection, peer assessment, and self-assessment are

⁹ Ibid

¹⁰ Ibid

¹¹ Ibid

¹² Reflective Proforma, School Website and Evidence Links

intrinsic to the school's thinking, teaching, and learning developments. This compliments other reflective processes such as staff self-reflections on the implementation of the school's thinking culture. In this regard, there is a clear reflective focus on what works best, for whom and how. This, aligned to excellent leadership and communication, ensures that good practice is shared judiciously with all staff to develop their classroom impact. There is a universal staff belief in the importance of taking a whole school approach to the teaching of thinking and that all students are capable of making progress. This further supports the school's commitment to cognitive education. This clearly demonstrates how it is one of Amnuay Silpa School's main aims.¹³

Amnuay Silpa School's pedagogical approach is informed by clear development planning and CPD underpinned by a firm foundation of research and evidence. This sound research evidence base has allowed learning and teaching to move forward with purpose, coherence and impact. The emphasis placed on the holistic curriculum and learning environment is also clearly illustrated in the evidence provided by the school. The holistic approach to curriculum design is an excellent platform for promoting interleaving and 'range' in terms of students' wider learning. These elements, combined with Amnuay Silpa School's commitment to the nurturing of personal development and well-being, have resulted in learning and teaching that is focused on the holistic development of every child.¹⁴

There is a real sense of staff adopting the role of Cognitive Coach and being Reflective Practitioners. The aim is clearly to develop a learning approach where higher order thinking qualities are not only nurtured but are also given the practical opportunities to flourish. Effective use of displays enriches the learning environment by encouraging a common language for learning and fostering self-regulation of thinking and learning. Where feasible, the school has personalised and contextualised visual displays to aid consistency, recognition and application of Thinking Skills. Children are encouraged to strive for high standards through displays of high-quality pieces of work. Amnuay Silpa School has clear evidence of developing learning and teaching and the appreciation of wider elements via the exceptional curriculum provision. This has shifted practice from a teaching approach to a pedagogical culture.¹⁵

Training

The values-led CEO, Principal and their team have fully embraced cognitive education and have ensured that finance and resources are geared towards high quality training for all staff. Directors and Governors fully endorse this line of school development. All staff are well versed in the theory, application and assessment of cognitive education and psychological well-being. The high-quality training has undoubtedly influenced the focus on establishing a common thinking language and approach across the curriculum.¹⁶ There is an ongoing and differentiated training programme in place, aimed at the development of expertise in a range of cognitive tools, strategies and resources for established and newly appointed staff. The

¹³ Ibid

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Reflective Proforma, School Website and Evidence Links

ANS Thinking Drive Team members provide excellent distributed support throughout the school by acting as Thinking School Lead Practitioners. The school's approach to CPD is one of professional growth and elements such as coaching allow experienced staff to share their expertise with newer staff. There is a clear overview of staff training charting professional development activities relating to Thinking Schools and more widely. The integrated and collaborative approach is excellent. There is a clear appreciation of the voice of students. Indeed, students are highly influential due to the collaborative culture of the entire school. Parents are fully informed of the Thinking School ethos, which features prominently on the website, in parental workshops and in the school's communications. Staff are encouraged to work collaboratively and to provide mutual support through the development of thinking generally and through particular foci. Good practice is shared widely and learning walks (WalkThrus) are used supportively to evaluate and share good practice in a climate of mutual aspiration. The integrated training approach extends the reach of professional growth, and this has done much to significantly refine the school's thinking culture. Indeed, the school's approach to professional growth is based on a culture of inquiry that draws on current research. The partnership with high-quality external training/consultancy is outstanding in terms of impact. Moving forward, this would benefit from the further extension of practitioner research via the SPARE model, and the ANS Thinking Drive Team are well placed to lead on this aspect.

Assessment and Outcomes

Alternative and complimentary forms of assessment spanning the formative, summative and ipsative domains are routinely used to examine the development of cognitive skills, and how these are related to learning outcomes in the wider sense have been implemented. These include observations, classroom artefacts and a range of robust quantitative measures. Reflection is integral to the assessment process at Amnuay Silpa School and the voices of staff and students are integral. Reflection is aligned closely to peer and self-assessment. The school's use of student portfolios, including subsequent evaluative analysis, is excellent. This takes a baseline and follow-up approach and is highly effective in terms of illustrating rates of growth and future avenues for development. Reflection has been skilfully woven into the application of a range of feedback surveys and progression in the use of Thinking Maps and other metacognitive elements are routinely explored. Outcomes are used very effectively to promote learning gains and assessments feed into targeted interventions and support for students. Amnuay Silpa School adopts an iterative approach to assessment in order to promote continuous evolution. Assessments indicate largely high cognitive and self-perception development together with signposting strategies for further improvement. Assessment outcomes across a range of indicators show impressive growth over the Thinking Schools implementation period indicating that Amnuay Silpa School is a supportive and attractive place to learn. Amnuay Silpa School demonstrates excellent complimentary use of qualitative and quantitative indicators, and this is an example of excellent practice. The school also demonstrates a healthy 'data informed' (rather than 'data led') approach to assessment to avoid assessment becoming the master of the curriculum rather than the servant. Assessment at Amnuay Silpa School certainly puts the needs of children first.¹⁷

¹⁷ Ibid

The school is clear that the focus on cognitive development through a whole school consistent approach to learning has improved children's attitudes, improved their enjoyment, developed their independence, contributed to high quality teaching and led to better student progress.¹⁸ There is qualitative data from a range of sources about how the development of learning behaviours is associated with positive outcomes for students and excellent intrinsic motivation.

The outstanding holistic student growth indicates impressive impact. The school's own internal analysis and presentation of these outcomes is exceptional and reflects a positive achievement trend together with aspiration for further improvement.¹⁹

Evaluation of Programmes

There is a continual review of the range of cognitive tools, strategies and resources employed, with specific reference to their impact on students' meta-cognition and the transfer of skills, strategies and learning behaviours. Amnuay Silpa School makes effective use of the SPARE model of Illuminative Evaluation, and outcomes from judicious assessments inform school developments via the excellent School Development Plan process. As a result, quantitative and qualitative data relating to thinking, attitudes, and behaviour are integrated as part of the evaluative process. These evaluations are excellent and draw on a range of indicators including learning walks (WalkThrus), questionnaires, work scrutinies, and student feedback. The insightful and creative use of this rich source of evaluative evidence is outstanding. Evaluations also feed into the excellent inquiry-based school professional growth cycle so that a clear developmental direction is charted. Staff are fully involved in the collation of data and peer observations are particularly impactful in terms of evaluating pedagogy. Of particular note, is the highly effective use of the Student Voice in the evaluation process. Again, the reflective element is highly effective in this respect. There is a strong collaborative approach to leadership. The inclusion of excellent training/consultancy input and external experts are good examples of this. As such, Amnuay Silpa School has established a culture of thinking and school improvement built on regular opportunities for staff to discuss the process and efficacy of cognitive education and how it can be maintained and improved. Indeed, the Cycle of Lesson Study is exemplary in this respect and has a recent focus on Developing Flow in Lessons by embedding the Thinking Whiteboard strategy. There is a genuine feel that 'this is the way we do things around here', and this is clear evidence of the drive to create a culture of thinking. Development plans are organic and collaborative where the voices of the entire school community feature prominently in the evaluative process. There is a clear evaluative focus on developing the transfer of Thinking Skills and strategies and the collaborative nature of all evaluative elements is a model of exemplary practice. As a committed, forward thinking, and fully inclusive school, Amnuay Silpa School is well placed for future Advanced Accreditation, and this reflects the ongoing ambition to develop an exceptional whole school approach to the teaching of thinking.

¹⁸ Reflective Pro-forma, School Website and Evidence Links

¹⁹ Ibid

Ownership

There is no doubt that Amnuay Silpa School has made a full commitment to developing and embedding cognitive education throughout the school. Indeed, the school is rightly proud of its success in terms of embedding initiatives and retaining authenticity and inclusivity. There is evidence that the school has distilled and integrated these practices both in how they are used together and in the way they have become part of the thinking culture throughout the school and across roles and ages. Through the careful and progressive introduction of cognitive tools and CPD geared towards developing teachers as skilled Cognitive Educators, learning is mediated wonderfully. This is clearly linked to the school's vision and mission. Amnuay Silpa School has laid a strong foundation that ensures the whole school approach to the teaching of thinking flourishes. Indeed, progress in developing a whole school approach to the teaching of thinking has been part of the school's developmental journey for many years. The training/consultancy influence has been exceptional and has allowed consistency and individual creativity to flourish due to a high premium placed on the educational context. Together, these elements combine to effectively promote the educational growth of all children and the professional growth of staff by providing them with excellent support and ownership over their own development.

Amnuay Silpa School is a culturally focused, child-centred, family orientated, creative, and innovative educational community totally committed to embracing diversity in its quest to promote outstanding holistic educational provision. As such, Amnuay Silpa School places the individual needs and wellbeing of children at the heart of everything it does. Moreover, the school provides a fully engaging and reflective educational experience by ensuring that students develop their curiosity about the world. Students not only know *what* is expected of them, but also understand the *why* elements of their learning. Amnuay Silpa School is led with drive, commitment, compassion, aspiration, and care at every level and there is an unswerving commitment to preserve the school's values. Thinking flourishes at Amnuay Silpa School because the school truly lives up to its vision and mission. The uniqueness and dignity of every person is recognised and respected. As such, development of cultural capital and strong child-centred family values feature prominently in the work of the school. Amnuay Silpa School is a highly aspirational, responsive, adaptive, and creative Thinking School where no stone is left unturned in its quest for fully inclusive holistic educational provision. Exceptional leadership, teaching, and support have the individual needs of every child at its core so that students are fully engaged to become holistic lifelong learners. Amnuay Silpa School is a truly inspirational world-class Thinking School.

Conclusion

The range of evidence submitted undoubtedly indicates that Amnuay Silpa School meets the criteria set by Thinking Schools @Exeter as a Thinking School and demonstrates a true commitment to the continued development of a whole school approach to the teaching of thinking. I therefore recommend that accreditation be awarded until May 2029. I would like to thank the school for the comprehensive and judicious evidence base, clearly organised around the evaluation rubric, that provided the lens through which the exceptional practice could be viewed.

Further Recommendations

I conclude my evaluation with some suggestions as to how the school could continue to develop as a Thinking School to inform a development visit to aid action planning. This might include:

- Continue to further develop and maintain staff development through ongoing external and internal training geared towards rationalising what works best by fine-tuning the already best practice.
- Further integrate thinking processes with questioning, visual tools, dispositional development, deliberate practice routines, assessment of process, assessment of product, evaluation of process and evaluation of product. This could take the form of an overview for how these elements are integrated.
- Further extend lesson observations to include key indicators of learning and thinking processes. These need to be simple, clearly observable and made explicit to all staff. The work of Project Zero (Harvard University) is a particularly useful source in this respect.
- Continue to move from evaluation to Evaluative Research to further foster the development of staff as researching professionals. To gain accreditation as an Advanced Thinking School, researching professionals are expected to offer articles relating to best practice to publications such as the school's magazine, local newspapers, the school website and professional publications. Other forums where impact can be made public are leader/teacher learning communities and action research seminars.
- Consider the use of five key questions for evaluative purposes: What works best? For whom? Under what circumstances? How? Why? These can feed into the 'E' of the SPARE model of evaluative research.
- Use the criteria of an Advanced Thinking School to frame future developments in order to deepen and extend the understanding and expertise of Amnuay Silpa School.
- Consider further developing and aligning Thinking Routines (already aligned to Bloom's Taxonomy) with lesson objectives to aid targeted planning and teaching/learning.
- Further consider the place of metacognitive approaches in the curriculum design. For example, research has shown that higher levels of impact occur when a 'blended' approach (separate provision *and* integrated in subjects) is taken.



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On behalf of the University of Exeter, UK
May 2026