



Wolsey Hall

FLEXIBLE LEARNING FOR SCHOOLS

CASE STUDY

Windfield International School



Approved by



CAMBRIDGE
International Education

A wide-angle photograph of a basketball court at dusk. The court is illuminated by overhead lights, and several students in blue and white uniforms are playing. In the background, there is a long, low school building with a dark roof, and a large, dark, forested hill rises behind it. The sky is a deep blue with some clouds.

CASE STUDY

Windfield International School

Making every pathway possible at Windfield International School

How Wolsey Hall for Schools helps Windfield International School maintain subject choice, support ambitious learners and build flexible Cambridge pathways on the island of Koh Samui.

AT A GLANCE

School: Windfield International School

Location: Koh Samui, Thailand

Curriculum: Cambridge Pathway and AEFEE pathway

Wolsey Hall for Schools used for: Cambridge International AS and A Level subject delivery

Key challenge: Supporting highly individual subject choices where student demand, specialist staffing and timetable pressures vary by cohort

Key outcome: Greater flexibility for the school, more subject choice for students, and stronger support for independent learning

“Wolsey Hall allows us to be flexible. It allows us to cater to students more specifically.”

Roeme Claassens, Wolsey Hall Flexible Learning Coordinator (FLC), Windfield International School

About Windfield International School

Located on the island of Koh Samui, Windfield International School offers a distinctive bilingual and multicultural education, with students learning through both British and French curriculum pathways.

For the British section, the school follows the Cambridge Pathway from early years through to lower secondary, IGCSE, and AS and A Level. In a close-knit island setting, Windfield's community is international, ambitious and deeply committed to helping each student pursue the academic route that best supports their future.

As Roeme Claassens - Wolsey Hall Coordinator at Windfield - explains, the school's location is part of what makes it special, but it also creates some very specific operational considerations.

“We’re on an island in Thailand, which makes us quite unique. It’s a beautiful school, and we’re very fortunate to be working with Cambridge, considering the island is so tiny.”

THE CHALLENGE

Supporting highly individual subject pathways

Like many international schools, Windfield wanted to give students access to the subjects they needed for their future plans, particularly at Cambridge International AS and A Level, where subject choices become more specialised and closely linked to university pathways.

At this stage, student demand can be highly individual. One student may need a specific science subject for an engineering pathway. Another may be focused on Computer Science, Sociology or another specialist course. For a school, especially one operating on an island, hiring a specialist Cambridge teacher locally for a very small number of students is not always practical or sustainable.

“One thing I noticed is that we didn’t have a lack of subjects we wanted to give our students. It was having the teachers available to actually facilitate them. For example, we might have one student wanting to study sociology, but to maintain the high quality of teaching and learning, it was not possible to offer a class for such a small cohort of students.”

For Windfield, the challenge was not about reducing ambition. It was about finding a sustainable way to protect student choice, maintain Cambridge academic standards and support specialist AS and A Level pathways in a geographically unique setting.

“A Levels are rigorous. You really need to know what you’re doing when teaching them. We wanted to keep the interests of our students as a priority.”

THE SOLUTION

A flexible way to support more individual pathways

Wolsey Hall for Schools gave Windfield a way to maintain curriculum breadth without needing every specialist AS and A Level subject to be delivered in-house.

For Roeme and the team, one of the strongest reasons for choosing Wolsey Hall was the fit with the school's Cambridge curriculum.

“The biggest thing is that Wolsey Hall aligned with our curriculum perfectly.”

By working with Wolsey Hall for Schools, Windfield could support students who needed specific Cambridge subjects for university entry, while keeping them enrolled, connected and supported within the school community.

The school introduced the model to parents through a meeting for AS and A Level families. The message was clear: Wolsey Hall for Schools could help Windfield support more individual subject pathways, particularly where a student needed a specialist Cambridge subject for a future university or career goal.

“When you have a child who wants to become an engineer or a doctor, we don't want to be standing in the way. Parents were very happy that we could accommodate students to get to their end goal, which is obviously university, with the grades from Cambridge.”

For parents, the model was easy to understand. It gave reassurance that students could continue to pursue ambitious academic goals, while remaining part of the Windfield school community.

“We didn't have a lack of subjects we wanted to give students. It was the specialist Cambridge teachers to facilitate them.”



How it works at Windfield

Windfield built Wolsey Hall for Schools into the school timetable, making online Cambridge study part of the students' normal school day.

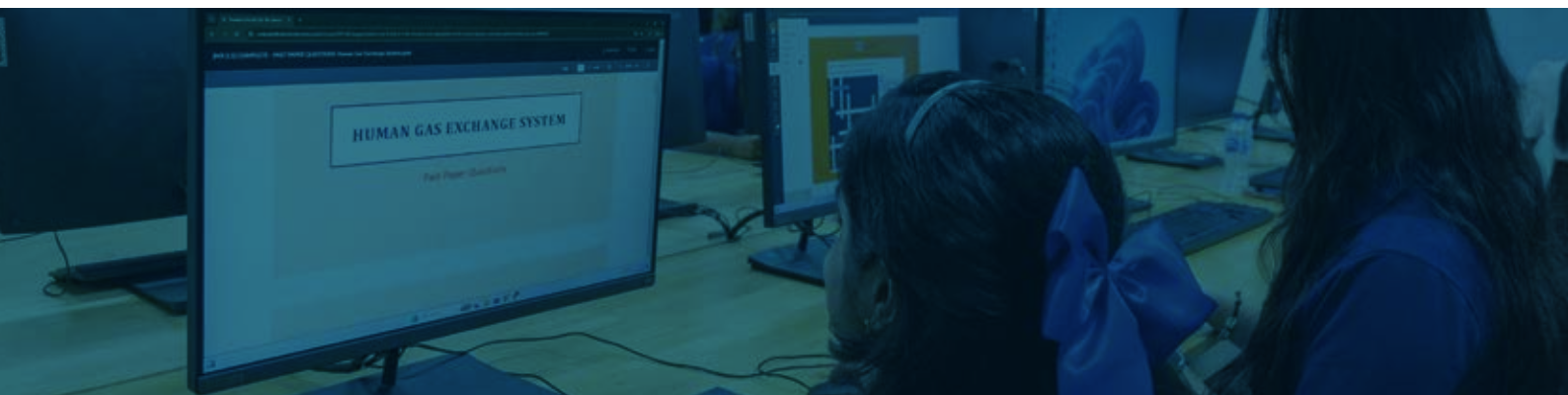
Students are allocated specific Wolsey Hall study periods and classrooms each week. During these sessions, they work alongside one another, even when studying different subjects. A student working on Mathematics might be sitting near a student studying Biology, Geography or another course, with the shared structure of Wolsey Hall helping the group work independently within the school environment.

The school also allocated additional self-study time to help students manage workload and develop strong study habits.

“We built the Wolsey Hall classes into the timetable. It was a little bit of a puzzle in the beginning, but we did it. We dedicated classrooms, made sure students had their devices, and allocated time for them to complete Wolsey Hall.”

This model gave students structure while still encouraging independence. It also allowed the school to maintain oversight, provide support where needed and adapt its internal processes as the partnership developed.

As part of this, Windfield has continued to refine how it supports assessment and accountability. For example, the school has chosen to move assignments into a more supervised school-based setting, helping students practise exam conditions and prepare more effectively for formal assessment.



The student impact: independence, responsibility and ambition

For Roeme, one of the most valuable outcomes has been the way Wolsey Hall encourages students to take greater ownership of their learning.

In a traditional classroom, students are often used to being guided closely by a teacher. With Wolsey Hall, they still receive structured support, but they also learn to manage their time, keep up with expectations and understand their own responsibility in the learning process.

“With Wolsey Hall, students really had a taste of independence and discipline. They had to think, ‘This is what I need to do. I’m responsible here.’ That is a great thing to teach them, especially going into university very soon.”

This independence is not just a practical benefit. It is part of preparing students for the next stage of their education.



“When they get to university, it’s not going to be such a shock. They will already have some experience with responsibility.”

Roeme has seen this particularly clearly among students with strong university ambitions. Students taking subjects such as Computer Science, Physics and Biology have gone beyond the course materials, carrying out additional research and studying independently because the subjects connect directly with their future plans.

One student, for example, was focused on engineering and understood the grades and subject choices needed for her chosen university pathway.

“She was very proactive with her studying. She already had her plan for university and knew what she needed to do.”

Supporting staff as well as students

The partnership has also supported Windfield’s teachers and wider staff team.

Because Wolsey Hall provides structured online course delivery, the school can support individual subject pathways without placing the full delivery burden on in-house teachers. Windfield still provides supervision, coordination and pastoral support, but specialist course content and teaching are supported through Wolsey Hall.

This has helped the school manage workload more effectively.

“We’ve allocated teachers for Wolsey Hall in case students need help, but because it is more of a self-study programme, we’ve spread the Wolsey Hall lessons across specific teachers. It has taken a lot of pressure off us.”

For Roeme personally, coordinating the programme has also broadened her understanding of the wider Cambridge subject offer.

“As an AS and A Level English teacher, running the programme has really broadened my horizons. I’ve had to learn a lot about Geography and the sciences, and what to expect from the AS Level subjects. For me, it has been very beneficial.”

*“Students really have a taste of **independence** and **discipline**.”*



Why it works for Windfield

For Windfield, the value of Wolsey Hall for Schools lies in its flexibility, its curriculum fit and its ability to help students continue towards their goals.

It gives the school a way to offer high-demand or specialist subjects even when local recruitment, timetable complexity or small cohort sizes make in-house delivery difficult. It helps students remain part of their school community while accessing the courses they need. And it supports the development of independent learning skills that will matter long after school.

In Windfield's island location, the partnership also helps the school overcome a very practical recruitment challenge: finding and hiring specialist Cambridge teachers locally for small AS and A Level cohorts. Wolsey Hall for Schools gives the school access to subject-specialist teaching without requiring every course to be staffed in-house.

For parents, it provides reassurance that subject access does not need to become a barrier to university progression. For students, it keeps pathways open. For the school, it strengthens curriculum continuity and academic flexibility.

“It allows our students to try, to succeed independently and to be more proactive. And for us, the flexibility is the best thing that we could ask for. It works for our school, so we’re very happy to be using the platform.”

A shared commitment to every student's success

Windfield's experience reflects a challenge many schools know well: how to maintain breadth, quality and continuity when each student's needs are different.

Wolsey Hall for Schools helps schools respond to those needs without overextending internal teams. By combining structured online Cambridge courses with school-based support, schools can protect student pathways, maintain academic standards and offer families greater confidence in the options available.

For Windfield, that means being able to say yes to more students, more often.

*“The flexibility is the **best thing that we could ask for.**”*

For schools exploring flexible Cambridge course delivery

For any school considering Wolsey Hall for Schools, Roeme's advice is clear: the model works best when it is treated as part of the school's own academic offer, not as something separate from it.

For Windfield, the partnership has provided a practical way to support more individual student pathways, particularly at Cambridge International AS and A Level, where subject choices are often closely linked to university ambitions.

“It’s absolutely fantastic. Go for it. It allows you to be flexible. It allows you to cater to students more specifically.”

That flexibility has been especially valuable in helping Windfield maintain subject choice, support academic standards and keep students working towards Cambridge qualifications within the school environment.

As Roeme puts it, Wolsey Hall for Schools gives students “a platform to try and succeed independently”, while giving the school the flexibility it needs to support them well.

Could Wolsey Hall for Schools help your school protect subject choice and support more student pathways?

Speak to our team about flexible Cambridge course delivery for your school.



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