The British School

Board of Governors’ Annual Report to Parents 2018-19
Principal’s Report 2018-19

Key indicators of success

A) Numbers on TBS roll

The school remains popular with students and parents.

<table>
<thead>
<tr>
<th>Numbers on roll</th>
<th>2015-16 (Sept)</th>
<th>2016-17 (Sept)</th>
<th>2017-18 (Sept)</th>
<th>2018-19 (Sept)</th>
<th>2019-20 (Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>260</td>
<td>285</td>
<td>314</td>
<td>322</td>
<td>302</td>
</tr>
<tr>
<td>Secondary</td>
<td>197</td>
<td>214</td>
<td>247</td>
<td>261</td>
<td>252</td>
</tr>
<tr>
<td>Total</td>
<td>457</td>
<td>499</td>
<td>561</td>
<td>583</td>
<td>554</td>
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</table>

We had 240 enquiries to join the school during 2018-19. Of these 240 enquiries, 158 were admitted, resulting in a successful ‘conversion’ rate of 65.8%. 8 families withdrew from the process after completing the registration process.

78 students left us during the academic year, compared to 101 the previous year.

B) Overview public examination statistics 2015-19

We continue to be very proud of our inclusivity and support for children of all abilities and the way our students achieve results significantly above the UK national average.

<table>
<thead>
<tr>
<th>A Level</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td>TBS A*-A%</td>
<td>57</td>
<td>18</td>
<td>24</td>
<td>35</td>
<td>34.7</td>
</tr>
<tr>
<td>UK</td>
<td>25.9</td>
<td>25.8</td>
<td>26.3</td>
<td>26.4</td>
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<tr>
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<td>49.2</td>
<td>47.9</td>
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<td>45.7</td>
</tr>
<tr>
<td>TBS A*-C%</td>
<td>93</td>
<td>66</td>
<td>87</td>
<td>93</td>
<td>80</td>
</tr>
<tr>
<td>UK</td>
<td>77.3</td>
<td>77.6</td>
<td>77.4</td>
<td>77.0</td>
<td>75.8</td>
</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TBS A*-E%</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>98.7</td>
</tr>
<tr>
<td>UK</td>
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<td>98.1</td>
<td>97.9</td>
<td>97.6</td>
<td>97.6</td>
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<tr>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No. of entries</td>
<td>48</td>
<td>67</td>
<td>42</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>Average VA</td>
<td>0.45</td>
<td>0.81</td>
<td>0.75</td>
<td>0.51</td>
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### AS Level

<table>
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<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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</thead>
<tbody>
<tr>
<td>A%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>20.2</td>
<td>21.3</td>
<td>23.8</td>
<td>27.5</td>
<td>21.5</td>
</tr>
<tr>
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<tr>
<td>A-C%</td>
<td>43</td>
<td>57</td>
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<td>72.5</td>
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<tr>
<td>UK</td>
<td>62.6</td>
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<td>63.6</td>
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</tr>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A-E%</td>
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<td>84</td>
<td>100</td>
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<td>93.9</td>
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<tr>
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<tr>
<td>No. of entries</td>
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<td>115</td>
<td>124</td>
<td>127</td>
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</tr>
<tr>
<td>Average VA</td>
<td>-</td>
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<td>0.35</td>
<td>0.65</td>
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### IGCSE

<table>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tbody>
<tr>
<td>A*-A%</td>
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<td>38.0</td>
<td>33.0</td>
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<td>28.6</td>
</tr>
<tr>
<td>UK</td>
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<td>20.0</td>
<td>20.5</td>
<td>20.8</td>
</tr>
<tr>
<td>Independent</td>
<td>60.8</td>
<td>62.1</td>
<td>62.2</td>
<td>62.7</td>
<td>61.9*</td>
</tr>
<tr>
<td>A*-C%</td>
<td>86</td>
<td>82.0</td>
<td>80.0</td>
<td>92.0</td>
<td>76.7</td>
</tr>
<tr>
<td>UK</td>
<td>69.0</td>
<td>66.9</td>
<td>66.4</td>
<td>66.9</td>
<td>67.3</td>
</tr>
<tr>
<td>Independent</td>
<td>-</td>
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<td>95.5</td>
<td>95.6</td>
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<tr>
<td>A*-G%</td>
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<td>100</td>
<td>99.2</td>
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<tr>
<td>UK</td>
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<tr>
<td>Independent</td>
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<td>-</td>
</tr>
<tr>
<td>No. of entries</td>
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<td>212</td>
<td>242</td>
<td>285</td>
<td>248</td>
</tr>
<tr>
<td>Average VA</td>
<td>-0.7</td>
<td>0.0</td>
<td>0.75</td>
<td>0.55</td>
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</tbody>
</table>

*Denotes estimate

Note on data accuracy: we continue to improve the way we record and track academic student data and have updated the measures we use to assess student achievement and progress. This means year on year comparisons are not precise. In addition, be aware that the data showing UK and Independent averages refers to GCSE, AS and A Level whilst the majority of our examinations are Cambridge International GCSE, AS and A Level examinations.
Our A Level results continue to be good with 34.7% of grades at an A* or A. This is impressive when measured against CAT expected grades for this cohort, which predicts only 5% of this cohort should achieve A* or A grades.

- The A*-C percentage is slightly down on last year, but still above the UK average, bearing in mind also that the UK average has also dropped this year.
- The value added of 0.51 is still healthy but a decrease from last year- as above, this is in line with national trends.
- 61.6% of our students achieved their CAT predicted grades or greater.
- It is evident from these results that more work needs to be done with our students around the B-D range.

Our AS results continue to be good with 26.7% gaining the top grade (A - there is no A* grade at AS Level), an increase from last year’s 19.4% and above the UK average for the first time in the past 5 years.

- There was an increase in the A-C average and this was also above the UK average.
- Value added remained a healthy 0.65 above CAT expected grades
- It is evident, again, that more focus needs to be placed on our students within the B-D range

Our IGCSE results remain significantly still above the UK average but there was a decrease on last year; this was to be expected due to the composition of this cohort with contained a significant number of students (five) with profound learning needs.

The table above demonstrates that in key attainment and value added measures we are achieving above the UK national average in all areas and English is performing significantly above international school averages.

- 28.6% of students achieved an A*-A grade, significantly above the UK average of 20.8% as is our A*-C average of 76.7% compared to the UK average of 67.3%
- It is evident, again, from these results that we need to do a better job of supporting our students with learning needs, including EAL learners.

C) University Destinations

Our graduating cohort consisted of 28 students and have achieved places at reputable universities around the world.
42.9% applied solely to the UK, whilst 10.7% applied solely to the US. 39.3% applied to more than one country.

47.1% achieved their firm offer grades and 58.8% achieved their insurance offer grades. It is evident that we need to do a better job of ensuring our students are picking appropriate universities, especially their insurance choices. It was pleasing that 82.4% of students were accepted by their firm choice universities. 91.9% of our students will be attending university with one taking a GAP year and one unsure at present.

The university destinations are as follows:

**UK**
Glasgow (2)
Northampton
Sussex
Cardiff
Edinburgh
Essex
Kent
Leeds
City University, London
University of Bedfordshire

**US and Canada**
University of Colorado Boulder
Pepperdine Uncon (California)
Mount Holyoak (Massachusetts)
Concordia Ca (Montreal)
University of Buffalo
Indiana
York (Canada)
University of Waterloo (Canada)

**Rest of the World**
Delft University of Technology (Netherlands)
Breda University of Applied Sciences, Netherlands
Les Roches (Global Hospitality), Switzerland
Charles University (Medicine), Czech Republic
Pulchowk University
James Cook, Singapore
University of South Pacific (Fiji)


**D) Parent Community, Parent Forums & Student events**

There were so many events throughout the year which provided opportunities for our community to come together coupled with opportunities for our students to demonstrate and refine their leadership skills.

International Day in September really set the tone, showcasing our diverse community of over 40 different nationalities.
We hosted our first IGCSE Awards ceremony in October with the vast majority of parents attending to see the British Ambassador, Richard Morris, handing out the well earned certificates.

The (W)Intercultural Fair in December once again showcased our diverse community and set the tone for our christmas season on concerts, including a substantial array of staff and students representing the school at the British Embassy’s Carol Concert.

During the course of the year we delivered 13 Parent Information Sessions; these were a mix of topics picked by parents and the Leadership Team. Numbers were impressive throughout the year, with approximately 50-100 parents attending for each session. This clearly shows the engagement of the parents in the school and it is something we need to embrace and build upon. These sessions were also a good opportunity for our middle and senior leaders to present to the school community and contribute to their professional development.

Parent Teacher Consultations and Open Afternoons were well attended, as were our Exit Points in Primary.

A welcome introduction was a ‘Reluctant Readers’ programme for students and parents in Primary whereby teachers provided a forum for children and parents to complete hands on activities to encourage reading for pleasure.

The Owls put on a super Staff Appreciation Lunch which was very much appreciated by our teachers, admin staff, support staff and guards. Throughout the year the Owls have done much to welcome the new members to our community with a variety of picnics and coffee mornings.

Our students continue to impress us with their enthusiasm and ambition to hold some quite major events, namely the Christmas Trivia Quiz, Fashion Show, K-Pop Festival, and the football World Cup.

We put on two Board events for parents, one in January outlining the new School Strategic Intentions and the School Development Plan and one in June to provide a review of the year.

**E) Health & Safety**

The health and safety of our students, staff, parents and visitors is paramount. Nine emergency drills (3 fire, 3 earthquake and 3 intruder) were carried out successfully during the year, ensuring all students and staff are trained and aware of their actions in the event of an emergency. The drills also highlighted some key areas for improvement, which have been implemented e.g. a central evacuation location and parents location.

Gas heaters have been removed from all classrooms and replaced with A/C units which emit both cold and hot air.

Trials have been completed on the effectiveness of air purifier units and although in some areas, the effect is minimal, in others they are obviously having a positive effect. A plan has been drawn up to install these units in classrooms and ensure those rooms and building where the effects are minimal are re-fitted to ensure their effectiveness. The school will also be implementing a policy where children’s time outside when air quality levels are poor, will be limited.

**The Curriculum**

Curricula are nuanced and fluid, with our teachers continually interpreting and amending to meet the needs of our students. We are, of course, heavily influenced by the UK National Curriculum, but we are in the privileged position of being able to enhance this with curricula from around the world that meet the needs of our students.
**a) Developments in the Primary Curriculum**

Early Years Foundation Stage (EYFS) follow the EYFS Framework which outlines the learning and development requirements. Supported by Development Matters which guides practitioners in implementing the statutory requirements of the EYFS, we follow a play-based, child-initiated approach to learning and teaching. Much work has been done on capturing children’s progress using an online learning journal called Tapestry. The Forest Schools programme continues to grow with child initiated learning using the natural environment. The ‘Focus Child’ approach, whereby children are selected each week and even more closely observed against the Early Learning Goals, with contributions by parents, which are then followed up with a parent meeting. Finally, we are helping our teachers develop their own practice using the ECERS (Early Childhood Environment Rating Scales) and SSTEW (Sustained Shared Thinking and Emotional Wellbeing) assessment tools.

The IPC, which runs from Year 1 through to Year 6 was introduced in 2015. It is a progressive, international curriculum with an emphasis on home and host countries and covers all areas of the curriculum except English and Maths, delivered through themed units and cross-curricular topics, taught from multiple perspectives. A pre-inspection visit highlighted over 50 recommendations and much work has been done on how we assess students in this area, with a focus on pre assessments so we can gage how much progress has been made. More work is required on ensuring subject coverage so that students are appropriately prepared for Year 7.

English follows the National Curriculum in England and English Programmes of Study, where possible connecting to IPC topics. Staff are encouraged to use planning ideas from the Centre for Literacy in Primary Education (CLPE), focusing on quality texts to inspire reading and writing through role play, exploration and drama. Lessons divided into guided reading, English (focus on writing and oracy) and word work (phonics, spelling, grammar and punctuation - the latter three taught in the context of the current focus text). A lot of work has been done on ensuring success criteria is explicit to all students so that they can maximise their progress.

Maths follows the ‘Maths No Problem’ curriculum; A Singapore style approach to Maths teaching aligned to the National Curriculum for England. The focus is on teaching for mastery i.e. longer periods of time spent on areas of mathematics learning before moving onto further units. Mental Maths has been a focus and making this explicit to the students.

**b) Developments in the Secondary Curriculum**

Key Stage 3 follows an adapted version of the English National Curriculum, offering a relevant, balanced and challenging curriculum, which is both efficient and viable.

Key Stage 4 students largely follow the Cambridge IGCSE, with the exception of DT and PE which follow the Edexcel IGCSE. Economics was introduced in the options for this year, as were Sociology and Media Studies for the first time. Travel and Tourism will no longer be offered.

Key Stage 5 students largely follow the Cambridge International AS and A Level, with the exception of DT and PE. Sociology, Media Studies and Business Studies were introduced in the options this year.

**c) Self Reviews**

There were two major Self Reviews this year, one focusing on Assessment and one focusing on our Additional Learning Needs.
Assessment Commendations

1. There is excellent formative assessment practice across the school which is allowing teachers to make informed decisions about the next steps in each student’s learning. The most common forms observed were questioning, students demonstrating their learning (on paper, verbally through methods such as think/pair/share or on an iPad and being stored on platforms such as Tapestry, Seesaw and Google Classroom).
2. It was pleasing to see that in EYFS, students were assessed on areas other than academic attainment e.g. personal, social and emotional development, communication and language. This was also seen throughout the school but not in such an explicit and ‘formal’ manner although Secondary are assessing and recording ATL (approach to learning) with Maths and the PA assessing teamwork.
3. There is lots of parental involvement in the assessment process, especially in the Primary School, through exit points and commenting on their child’s Seesaw ‘posts’. The challenge is to make this even more meaningful by being explicit with how students can make further progress so that the three-way partnership can be really effective.
4. Assessment ‘trackers’ are being used more extensively, especially in the Secondary School, which is allowing for timely interventions and allowing the leadership team to evaluate the academic profile of different cohorts and identify areas which require further support.
5. Success criteria is evident across the school with varying levels of detail and guidance.
6. There is lots of peer assessment across the school enabling students to get a better grasp of success criteria and is also a valuable AFL tool.
7. There is good work on rubrics/skills grids being developed with good effect, especially in PE.
8. There is valuable work on recording the progress of individual students’ work through Tapestry in EYFS, Seesaw in Primary and through individual student trackers in Secondary English books and video diaries in Year 10 Maths. This clearly shows a student’s learning journey and allows for reflection and ‘next steps’.
9. There is valuable work on students evaluating their own performance post assessments, which is a great AFL and allows for valuable learning discussions about the ‘next steps’ and how to achieve this.
10. There is interesting work being trialled on assessing how embedded the learning is through delayed assessments or assessments including questions from earlier in the year.

Assessment Recommendations

1. Explore baseline/diagnostic assessments that are fit for purpose (PTE, PTM and CATS were cited in some quarters as not FFP) allowing us to plan appropriately and measure student attainment and progress across an academic year.
2. Ensure we are tracking students’ attainment and progress throughout the school so that we can ensure that students continue to make progress, make timely interventions, plan for appropriate support and staffing, and so that we can be confident that our pedagogy is having the desired effect.
3. Explore ways in which we can create time for teachers to moderate work and ensure there is a shared meaning of the standards.
4. Be more explicit with feedback following formative or summative assessments, as many students are unaware of what they need to do to improve. Common responses were “practise harder”, “do more questions”, “listen more”. Secondary students requested more dedicated time to respond to feedback and more consistency between subjects. This will also need to be communicated clearly to parents as only 49% were aware of what their children need to do to make further progress.
5. Discuss what else we should be assessing and where this is best situated in the curriculum.
6. Look at different ways in which students can demonstrate their learning and be clear about what these will be and when they will take place.
7. Ensure we are assessing the knowledge, skills and understanding we expect of students in each year group, ensuring these outcomes are progressively challenging/complex.

8. Secondary School needs to make a decision on how it will assess KS3. It could look at the EDS, BDM+ model or use the IGCSE A*-G and work backwards, creating clear rubrics for what this looks like. Do Primary need to look at the range of assessment labels they are currently using and ensure there is a shared understanding of the standards?

9. Utilise displays more to show exemplars of excellence, how work is assessed and how they can make progress.

10. A whole school policy on assessment to be written, with a separate one for Primary and Secondary. Each department will then be expected to write their own Assessment Policy.

The Assessment Self Review resulted in the following **Assessment Principles:**

Assessment is to be meaningful i.e. it should provide us with valid information so that we can be appropriately responsive to students’ learning.

**What will we be assessing?**

1. Academic attainment and progress
2. Approach to learning
3. Personal development

**Annual planning**

The Assistant Head will produce an annual assessment planning grid for each subject and these should be completed and returned as requested. Students and parents should be fully aware of the key assessments in each subject and how they contribute to the final grade/judgement (if shared).

**Baseline/Diagnostic testing**

There should be baseline assessments to allow for valid and measurable judgements of progress.

**Recording and tracking**

The Assistant Head will produce guidelines for a shared tracking document so that attainment and progress can be measured and acted upon.

**Moderation**

This should be completed on a regular basis (at least twice a term) to ensure consistency and a shared understanding of the learning.

**Methods of assessment**

Students should be provided with a variety of means in which to demonstrate their learning, with opportunities to self and peer assess.

**Feedback**

All students should be provided with written formative feedback on their assessments, with an opportunity to discuss how they can make further progress. Grades/judgements will be shared in Secondary School.

**Additional Learning Needs Commendations**

1. It is very pleasing that our students with ALN state that they feel safe, supported and enjoy coming to school. They find the adults that work with them helpful and supportive and are able to identify what they need to do if they find something challenging.
2. Additionally, our parents also feel that their children are making good progress, receiving appropriate support and are being effectively communicated with regards to the progress their child is making in school.
3. Both teachers and ALN staff strongly believe that they are partners in the classroom and this is evidenced in many of the observations that were made - adults often knew what their role was within the classroom and which students they were working with. This effective partnership has a strong correlation with student progress as all students observed were seen to be making progress within the lesson. Further, evidence from tracking data, assessment reports and Individual Education Plans also support the conclusion that our students with ALN are making progress.

4. Throughout the whole school there was a range of strategies being used to support learners: WAGOLL (What A Good One Looks Like); success criteria; key vocabulary; talk partners; mixed ability groupings; range of questioning; concrete and pictorial resources. When planned into lessons, adults were also an excellent resource providing opportunities for independence; clearly knowing the students and subject well to enable them to scaffold learning, as well as identify opportunities for the student to be independent.

5. The quality of support students are receiving from the Additional Learning Needs team is high; observation feedback from staff report seeing a range of strategies being used - see above - and it was clear that support staff know the students very well. This was observed both in class as well as during 1:1 sessions with students.

Additional Learning Needs Recommendations

1. In order to build on much of the good practice seen during this review, it is important that information regarding the students with ALN is shared effectively with all staff. Current methods of information sharing are not completely successful - Engage (DMS/Daybook/Assessment Reports), TAC meetings and Google Drive. Equally, some method of accountability should be embedded to ensure that this information is being engaged with during all the stages of teaching: assessing; planning; doing; reviewing.

2. Ensure we are tracking students’ attainment and progress throughout the school so that we can ensure that students continue to make progress, make timely interventions, plan for appropriate support and staffing, and so that we can be confident that our pedagogy is having the desired effect.

3. While ALN staff state that they feel confident in their ability to differentiate for the students that they work with, teaching staff report that they do not always feel the same. There is an over-reliance upon differentiation by support throughout the school. Therefore, the leadership teams need to work together with the new ALN Coordinator to develop regular CPD sessions that focus on developing effective Quality First Teaching. This will in turn help teachers to develop confidence in their strategies to differentiate for all their students.

4. Additionally, previous training delivered to all staff on maximising the effectiveness of CLS/LS should be repeated regularly. Where support staff were most effective it was clear that a genuine dialogue had taken place prior to the lesson and the adults knew exactly what was expected. To further strengthen the relationship between teacher and ALN/CLS it is recommended that the current system of Professional Learning Record (120 hours) should be removed. This system discourages staff from attending parent teacher conferences; with the removal of this system there will be an expectation that all CLS/ALN staff attend parent teacher meetings throughout the year.

5. Secondary School needs to make a decision on how they see the structure of ALN support changing over the next few years. The current model of subject specific support has its positives and negatives. While some teachers see it as beneficial to have the subject knowledge in KS4, in KS3 it is less useful. The main form of differentiation utilised in Secondary currently is one based on adult support, i.e. ALN provides the differentiation. The presence of subject specific support could be contributing to this and allowing teaching staff. A more appropriate model now would be to move towards specific support for students and not subjects - allocating resources in this way would ensure staff become specialists with students while teachers develop skills to differentiate their subjects for the different needs in their classes.
C) Performing Arts: Music & Drama

Music and Drama had a very successful year, not only in terms of examinations but in terms of the quality of the performances throughout the year. The LCM (London College of Music) examinations took place at two different times during the year and our students did incredibly well, with all 36 passing.

The musical performances of our students, whether they be from the specialist concerts that took place in the Primary and Secondary sections, the Winter Concert or during assemblies or as part of drama productions, were of the highest quality. More students are learning music and are confident enough to showcase their progress than ever before.

Drama continues to be popular and again the quality of the performances was extremely high throughout the school. Highlights included the IGCSE Drama Coursework Evening, the EY/KS1 Christmas Spectacular, Secondary School’s production of ‘Beauty of the Beast’, Primary School’s production of ‘Dragon Days’ and the KS1 production of ‘Pirates v Mermaids’.

D) Art and Design Technology

The quality of our students’ work speaks volumes, which was showcased during the April Exhibition. The breadth of work illustrated the diversity that exists in international schools such as ours and clearly demonstrated the creative spirit that permeates throughout the school. Four of our students also had their work displayed at the Siddhartha Gallery as finalists in the QKS Art Exhibition.

E) Physical Education

Sports continues to be popular and we are continuing to excel and be inclusive in this area.

The introduction of House Sports within lessons in years 3-11 has ensured that all students are given an equal opportunity to participate in some form of competitive sport and represent their house at the same time, which was seen to be a huge success overall. Through the house competitions, students are expected to work together as a team, be kind to everyone playing regardless of their ability, as well as showcase what they have learnt in the previous weeks.

This year was also the first year that trials for team sports have been removed for after school clubs in both Primary and Secondary. This has ensured that an inclusive environment has been created for all students, regardless of their ability, with all students also able to take part in competitions against other schools if they wish.

Our competitive teams did very well in the local NISA leagues, for example coming first in the senior boys football and second in the senior girls football. Other highlights include the senior boys volleyball tour to Singapore, FOBISIA U13, FOBISIA U15 and Primary FOBISIA competitions in Thailand.

Co Curricular programme and enrichment

Clubs and activities

The breadth of our provision continues to be impressive for a school of our size, providing over 120 different clubs throughout the year. After consultation with parents, it was decided to move to a fairer system of allocating clubs through a random selection, which will take place for the first time in 2019-20. A Clubs Booklet was also introduced and some clubs will now require a payment, when
outside facilities are being utilised. We will now be looking at how we can provide more feedback to parents on the progress of their children in the clubs they have been allocated.

**Outdoor Learning**

The Duke of Edinburgh's International Award continues to be an integral part of Secondary School from Year 10 onwards. Every student in Year 10 embarks on their Bronze Award, with students able to continue with the Silver and Gold Awards in Year 11-13. During the course of the year 33 students in Year 9 completed their bronze training expedition and will complete their assessment this October. 36 students in Year 10 completed their bronze expedition assessment and will be embarking on their Silver Award this year. 11 students in Year 11 completed their silver expedition assessment and will be joining the 12 students in Year 13 who are currently working towards their Gold Award.

**Expedition Week**

Each student had the opportunity to participate in an expedition (overnight trips, between 1-4 nights depending on age) last year, with an emphasis on trying to create distinct and challenging experiences. Due to health and safety concerns, we have limited the number of providers and using only those that provide us with rigorous risk assessments.

**Forest Schools**

Each student from Foundation 1 through to Year 2 participated in the Forest School programme. During the year this was extended to Year 3 also.

**Student leadership**

As evidenced elsewhere in this report, our students are eager and capable of demonstrating leadership skills on both a micro and macro level. Leadership training was provided by and took place over two days for 12 of our prefects. They have now divided the leadership positions around the school’s vision of the 5Cs and are devolving responsibility throughout the school, to ensure there are opportunities for students of all ages.

**Enrichment activities throughout the school**

There is a plethora of activities and events throughout the year which are designed to enrich the curriculum and provide students with the opportunity to acquire and refine transferable skills. These included trips to art galleries, music concerts (Jazzmandu), rivers, restaurants, historical sites, research centres (ICIMOD) and the zoo to name just a few.

There were also school events which focused on specific subject areas such as Science Week, Poetry Day and Book Week as well as the Speak Out Festival which focused on public speaking. The Model United Nations (MUN) continues to growth in popularity with our students attending conferences at Rato Bangala and in Qatar.

**Pastoral Support**

As I stated in August on my arrival and in subsequent meetings, parent information sessions and school documentations, safety and mental health and wellbeing (MHWB) of each and every student is our number one priority. Of course, academic and intellectual development is of core importance and something we are striving to develop each and every day, but we must ensure our students have the tools to deal with life’s inevitable ‘storms’ and appreciate the joys that life presents us on a daily basis. This is largely achieved through the tremendous day to day work of our class teachers and mentors.
In October, Natasha Devon worked with staff, students and parents around the area of student mental health and wellbeing. We have subsequently been working on the three strategies recommended by Natasha; healthy coping strategies; critical thinking; and emotional literacy. This is delivered through the curriculum, PSHE lessons, assemblies and mentor time. We have introduced a MHWB working group who have already developed a handbook with clear guidelines and advice for all students, staff and families.

John Hendon worked with us for three days, spending two days on coaching strategies and then a one day session on suicide prevention. Jenny Swift and Rohan Jayatilake have continued to embed coaching into all aspects of our school, with a specific focus on equipping teachers to deal with the pastoral needs of our students.

Our Counselor continues to help a significant number of our students (31 for the year and 19 on a more regular basis) and families. This is done through individual sessions, helping with a wide variety of themes, with children and workshops for families, which were very well attended.

**Safeguarding and Child Protection**

Number of concerns: 148 (compared to 110 last year)
Non-issues: 16
Number of cases involving SEN: 13
Male : 87
Female : 61
Primary :47
Secondary:101

A handbook has been produced by our designated Safeguarding Lead (DSL) which has consolidated all of the great work and developments by our previous DSL and the Safeguarding Team.

The level and breadth of training was extended this year and was as follows:

- Updated Level 1 training for all new staff ready for the academic year as part of induction - this bespoke version was trialled by 40 staff members at a voluntary session in Term 4
- Level 1 training throughout the year delivered in English & Nepali (all new staff members)
- John Hendon training for specific staff (Mental Health and Wellbeing, suicide prevention and solution based coaching)
- Whole school refresher at the start of the year (incl ground staff, coaches, admin etc)
- Level 1 training for bus drivers & food providers
Community Partnerships

TBS ongoing community partners

During the year we worked closely with 21 partners, which are listed below. A variety of initiatives make up this work, including activity sessions on weekends with DNC, reading sessions, fundraising for music and drama teachers, clean water, lunches etc. We continue to work closely with ECEC and Rato Bangala Foundation in terms of facilitating training for prospective teachers. Our Community Day saw all partners in school participating in a variety of pedagogical workshops. The year ended with a Sports Day, taking place over two days for our partner schools.

<table>
<thead>
<tr>
<th>Kathmandu Schools</th>
<th>Kathmandu organisations/ non-school projects</th>
<th>Dhading Schools</th>
<th>Sindhupalchowk</th>
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<tbody>
<tr>
<td>Shramik School</td>
<td>Kanti Children’s Hospital Burns unit</td>
<td>Ahalada School</td>
<td>Bageshwori Primary School</td>
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<tr>
<td>Gram Sudhar School</td>
<td>DSA Bungamati</td>
<td>Shree Rudrakanya Primary</td>
<td>Shree Primary School</td>
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<tr>
<td>Mary Ward School, Lubhu</td>
<td>Hope Rising Childrens</td>
<td>Khanighau Primary</td>
<td>Balkalyan School</td>
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<td>Mary Ward School, Jhamsikhel</td>
<td>Disabled NewLife Centre</td>
<td>Gayatri Devi Primary School</td>
<td>Siddhi Kamala Secondary School</td>
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<td>Guheshwori School</td>
<td>Sungava</td>
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<td>Bandevi Secondary School</td>
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<td>Shree Tika Vidyashram School</td>
<td>Umbrella project</td>
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<td>Suryodaya</td>
<td>Chitwan Village Community Centre</td>
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Other organisations we have worked with throughout the year were:

- Safer Schools Project
- Splash Nepal
- Early Childhood Education Centre (ECEC)
- Kathmandu HT Group (QKS)
- Learning Support network
- Rato Bangala
- Nepal Ministry of Education
- First Steps Himalayan
- Rotary club project (play area)
- Zonta
- Cerebral Palsy Nepal
- Autism Nepal

Quality Kathmandu Schools

We continue to be an active member of QKS which incorporates 25 schools within Kathmandu. This is used for professional development for our staff and friendly competitions for our students.

Leadership across the school
We welcomed a new member to the Secondary Leadership Team (SLT), Ms. Jenny Pinder, who is now taking responsibility for KS3.

A new leadership structure has been implemented, with the Primary Leadership Team now to be headed by a Vice Principal, Mr. Micheal Leahy, supported by three Assistant Heads, Mr. Matthew Smith, Ms. Rianne Wiggers and Ms. Abigail Buckland. There is now parity between the two sections of the school and opportunities for the whole team to work together as an Extended Leadership Team.

The Senior Management Team (SMT) has also been restructured, with Uday Shrestha taking the position of Business Manager, who will now lead the BMT (Business Management Team), whilst being part of the SMT with the Principal and two Vice- Principals.

Looking forward: 2019-20

Focus on professional development of staff with a new appraisal system called Professional Growth and Development (PGP) using specialised software (PIVOT) to help guide teachers using different forms of evidence to inform areas of focus.

Embed and extend coaching ethos throughout the school community and look at ways to establish ourselves as a centre for teacher training with the aim of being a future Initial Teacher Training Centre.

Embed Assessment for Learning (AFL) into each teacher’s practice through Teacher Learning Communities (TLCs).

Focus on curriculum planning to ensure there is a key focus on deep and authentic learning experiences for every student.

Create a shared policy on how we use ICT to enhance learning and ensure our ICT infrastructure supports this including a clear BYOD (Bring Your Own Device) Policy.

Develop our Outdoors Learning Programme (OLP) with a clearly articulated programme which looks to challenge our students in a safe environment with a strong cultural.environmental focus.

Focus on student leadership with an emphasis on the 5Cs and the UN’s Sustainable Development Goals (SDGs)

Move forward with the various initiatives for mitigating the poor quality of air we experience, including the implementation of our Air Quality Policy and the installation of air purification unit throughout the school.

Improving communication through a new school website and our Management information System, Engage.

Present a clear strategic plan for the long term location of the school.

Brian Platts
September 2019
BoG Committee Reports

B. Human Resource Committee

*Achievements in 2018-19:*

- Conceptualised, designed and supported the implementation of a comprehensive performance planning and review system for the TBS Principal
- Contributed to the elaboration of the TBS HR Policy
- Supported the restructuring of the Admin and Finance team, including elaboration of JDs
- Supported the restructuring of national staff salaries

*Goals for 2019-20:*

- Complete the elaboration of an all-encompassing HR Policy
- Support the structural design aspects and implementation of the performance appraisal for 'Support Staff', and ensure alignment to the existing system for both Principal and Teaching Staff
- Support and backstop the establishment of performance targets for all staff (from Principal to ground staff)
- Support HR aspects of the Schools Development Plan, particularly in relation to CPD

C. Finance Committee

*Achievement in 2018-19:*

- We have continued to carry out timely audit (quarterly) and also get the up to date tax clearance certificate from the Inland Revenue Department.
- We have successfully registered with the Social Security Fund.
- We have financed for various projects such as second phase of Solar Panel, installation of Air Conditioner in classrooms, up gradation of ICT facility all over the school, etc.
- We have maintained a positive cash flow throughout the year and increased the cash balance in comparison to last year.
- The Net current asset of the school has increased in comparison to last year.

*Goals for 2019-20:*

- We aim to finance all the projects approved by other sub committee and board and at the same time ensure to maintain a healthy cash flow and add on to the reserves.
- We aim to work in the long term financial projection of the school to find a way to reduce the percentage increment in the fee structure.
- We aim to further comply with the law of the land.
- We shall work toward better engagement and effective communication with the parent body.

D. Property Committee

*Achievements in 2018-19:*

- Second phase of solar panels installed to offset greater electrical demand and reduce electricity costs.
- Dedicated transformer installed which means school now has enough power to run air conditioning and air filters in all classrooms.
Additions and expansion of secondary buildings now mean sixth form can integrate with the main campus.

Goals for 2019-20:
- investigate long-term lease options on current school site with aim to purchase
- investigate economic feasibility of Chobar land and potential design options
- investigate alternative site options

E. Legal Committee

Achievements in 2018-19:
- We negotiated and signed a comprehensive Memorandum of Agreement with the Ministry of Education, the Ministry of Labour, the Ministry of Finance, and the Ministry of Foreign Affairs, which guarantees a wide range of rights for the school including teacher hiring, land ownership, and financial autonomy.
- We initiated a redraft of the school constitution to incorporate our new legal status and to clarify governance processes

Goals for 2019-20:
- To further analyze and provide recommendations on the legal shape of various land ownership possibilities, in support of the Properties committee’s goal to move towards establishing an owned, permanent school site.
- To find a clear legal path for employment terms lasting longer than 7 years for our senior teachers.
- To complete the constitution review and to submit it to the school body for vote and approval.

F. Community, Marketing and Communications Committee

Achievements in 2018-19:
- Parent survey about communication was carried out. Many useful points and suggestions made.
- Keeping the above in mind, a communication guidelines for parents is put in place.
- Branding of various visibility materials.
- Mission and Vision made prominent around school.
- Booklets prepared for various sections of school.
- Initial work on new website carried out.
- 2K FunRun organised jointly with Himalayan Outdoor Festival.
- Masterfile for community partners prepared.

Goals for 2019-20:
- To develop a new website, which requires identifying a web developer.
- To consolidate communications platforms for parents.
- To review and audit our community partners and outline criteria and strategy for meaningful engagement for students.
- Implement the parent app from engage.

G. Education and Admissions Committee

Achievements in 2018-19:
- We participated in the recruitment process for the new Primary Vice-Principal
Every term we met with the Principal, Vice Principal and Primary Key Stage leaders to look at key issues that they were facing, support they required, and identify the good practice and innovative teaching that was going on.

We looked in detail at admissions numbers throughout the year, identifying trends of which we need to be aware that over the coming years to ensure that the school meets admissions targets and has the resources in place to accommodate them.

We also looked at the use of technology in the classroom and with the parents (seesaw, tapestry and engage) and how we can make best use of the different platforms.

We revised the temporary fee reduction policy and studied the plans for establishing a scholarship scheme.

Goals for 2019-20:

For admissions we will focus on the ‘top and bottom’ of the school - ensuring that we will our capacity in the sixth form and also in the foundation stage. We are maintaining a close watch on pupil retention throughout the school, given the changing scenarios for expat work opportunities and visas, and increasing competition from regional boarding schools.

Put in place all the necessary steps to have the first scholarship students join the sixth form in August 2020.

Make a decision about which accreditations the school is a part of.

Ensure that the higher education and career counselling provision meets the needs and expectations of the TBS community.