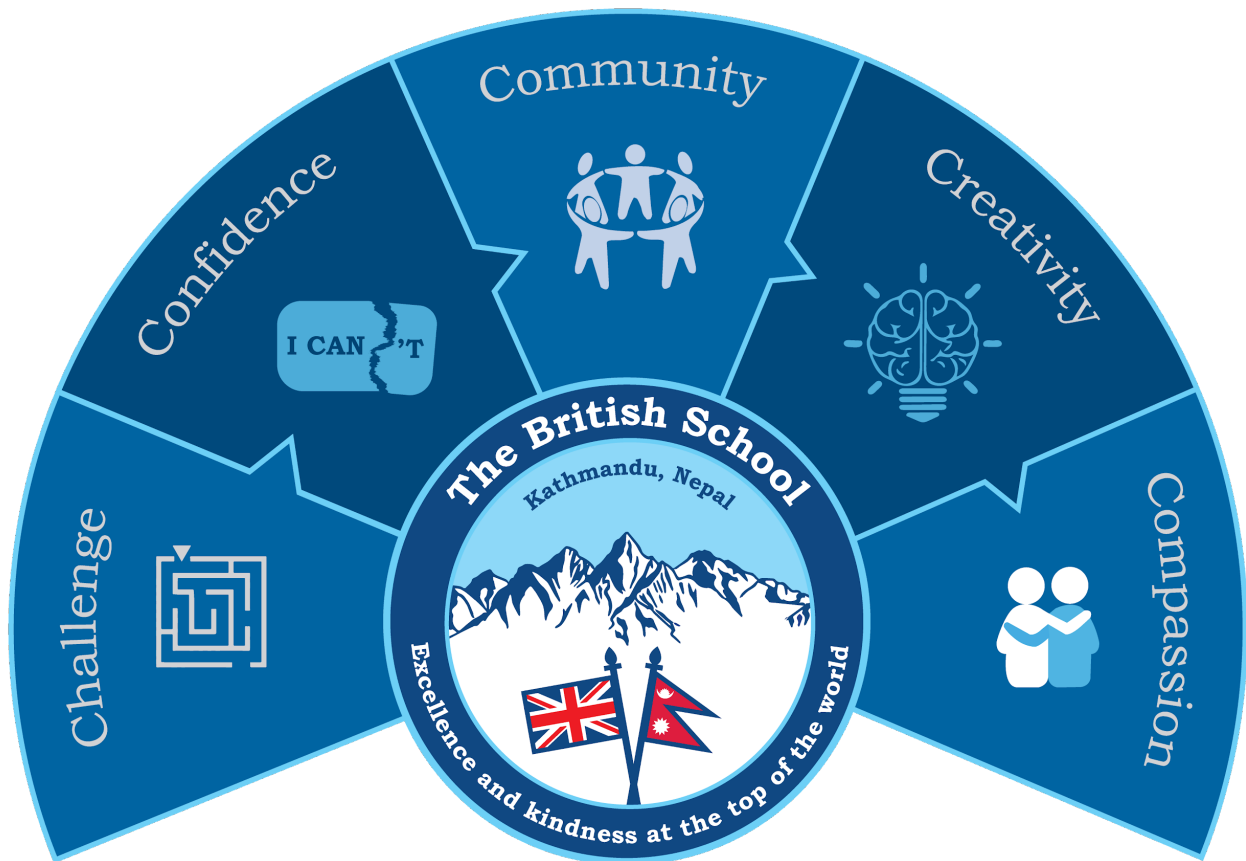


The British School

Board of Governors' Annual Report 2021-22



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Part A: Principal's Report Information

1) Numbers on TBS roll

Predicting and managing student numbers has been a challenge given both the actual impact and unpredictable potential impact/longevity of COVID-19 in relation to numbers of families in country at different times. However, the school remains popular with students and parents and has recovered well with only temporary falls in numbers.

School numbers were initially down for 2021-22 due to the decrease in the amount of admissions in Term 1. Admissions are increasing and will be expected to increase further as the 2022-23 year progresses. In the 2021-2022 Academic Year, the school supported 5 students through its scholarship scheme. We are very proud to give back to the talented students in the Nepali community in this way.

Numbers on roll	2016-17 (Sept)	2017-18 (Sept)	2018-19 (Sept)	2019-20 (Sept)	2020-21 (Sept)	2021-22 (Sept)	2022-23 (Sept)
Primary	285	314	322	302	238	210	288
Secondary	214	247	261	252	255	288	248
Total	499	561	583	554	493	498	536

2) Overview of Data including public examination statistics

Primary Data

	End of Key Stage 2 Attainment Data								
	EoKS2 2022			EoKS2 2021 (Assessed online)			EoKS2 2020 (Assessed online)		
	UK (19)	TBS	Diff	UK (19)	TBS	Diff	UK (19)	TBS	Diff
Reading	73	88	15	73	86	13	73	80	7
Writing	78	75	-3	78	64	14	78	73	5
Maths	79	82	3	79	80	1	79	77	2

	End of Key Stage Progress Data											
	Reading											
	2022				2021 (assessed online)				2020 (assessed online)			
	Above	At	At or Above	Below	Above	At	At or Above	Below	Above	At	At or Above	Below
Cohort of children ending 2022 in:												
End of KS1 (Y2) in 2022	23	50	73	27	8	76	84	16				
End of KS2 (Y6) in 2022	43	45	88	12	36	53	79	21	10	74	84	16

Cohort of children ending 2022 in:	Writing											
	2022				2021 (assessed online)				2020 (assessed online)			
	Above	At	At or Above	Below	Above	At	At or Above	Below	Above	At	At or Above	Below
End of KS1 (Y2) in 2022	6	78	84	16	13	74	87	13				
End of KS2 (Y6) in 2022	17	58	75	25	9	63	72	28	37	28	65	35

Cohort of children ending 2022 in:	Maths											
	2022				2021 (assessed online)				2020 (assessed online)			
	Above	At	At or Above	Below	Above	At	At or Above	Below	Above	At	At or Above	Below
End of KS1 (Y2) in 2022	26	52	78	22	0	56	56	44				
End of KS2 (Y6) in 2022	22	71	82	18	7	60	67	33	20	64	84	16

Key Primary Data Highlights

- The last data released by the UK Department for Education was 2019 due to COVID disruption, therefore this is the data we have benchmarked against.
- Attainment at the end of KS2 is broadly in line with UK National Averages except in Reading where it far exceeds them.
- Mobility means that the cohorts do differ somewhat from year to year.
- Good progress is shown from previous years across Reading, Writing and Maths in KS2.

Secondary Data

		2022 CAT Expected	2022 Actual	2021 CAT Expected	2021 Actual	2020 CAT Expected	2020 Actual	VA 2022	VA 2021	VA 2020	VA 2019	VA 2018	VA 2017
A Level	A*/A	2	27	0	56	8	64	0.4	1.39	0.94	0.8	0.75	0.5
	A*-C	72	68	33	99	94	96						
	A*-E	100	97	100	100	100	100						
AS Level	A	0	44	Unable to hold CAT tests last year to calculate value added	57	0	37	1.2	Unable to hold CAT tests last year to calculate VA	1.38	0.6	0.6	0.3
	A-C	64	78		91	33	85						
	A-E	100	92		100	100	100						
IGCSE	A*/A	32	79	10	55	16	43	1.36	2.02	1.47	0.6	0.4	0
	A*-C	91	96	93	92	84	88						
	A*-G	100	100	100	100	100	100						

	CAT A*/A		CAT A*/C		Against Aspirational Challenge Target	
		A*-A		A*-C	Above/ At	Below
End of KS3 across all subjects	14%	46%	98%	94%	78%	22%

Secondary Core Subject Overview EOY 2022

	KS3 (EoKS)				KS4 (GCSE)			KS5 (AS/A2)		
	A*/A	CAT	A*/C	CAT	A*	A*/C	VA	A*	A*/C	VA
Maths	43%	11%	89%	93%	61%	91%	1.29	55%	92%	0.72
English					25%	88%	0.84			
Eng Lit	69%	15%	100%	96%	55%	94%	1.81	27%	100%	1.05
Science	38%	8%	90%	96%	87%	100%	2.17	62%	90%	1.61

Definitions

- **CAT:** Aptitude tests taken by students at the beginning of each key stage, the results of which generate predicted grades in each subject, i.e the most likely grade each student will achieve based on their CAT scores and the average progress students make internationally.
- **VA:** Value Added, the average amount by which our students exceed the predicted grades generated by the CAT tests.

Key Secondary Data Highlights

- The external exam results are very strong and are an indicator of the hard work students and staff invested in these external assessments.
- Students and staff had to prepare for the possibility of exams being unable to take place (as happened in both 19/20 and 20/21) and therefore there was a great deal of additional preparation required.
- The percentage of A/A* is generally very high, particularly in GCSE.
- The progress from predictions is very strong, indicating that the school added significant value to the potential outcomes.

3) University Destinations

	No. of Students	Percentage	Comments
Options			
First Choice	24	77%	
Insurance	4	13%	
Clearing	3	9%	
Gap Year	7	18%	Higher than usual- uncertainty in global travel, high numbers of applicant, some students wanting to see results to target applications- particular in US for scholarships. Some were accepted into first choice universities but have later turned them down due to Visa or financial issues.
No application	1		Taking on family business
Destinations			
UK	13	34%	
US	10	26%	
ROW	7	18%	Fluctuates depending on cohort- this year Netherlands high (becoming popular in Europe) Cost of UK/ US an issue for some students
Scholarship	4		Partial and full

4) TBS Community Events

Parent Information sessions 2021 - 2022		
Term	Week	Content
Term 1	1	Secondary "Meet the Mentor"
	2	EY, Years 1 - 6 looking at the year ahead Parent information session
Term 2	8	A Level Options Parent Evening
Term 3	4	GCSE Options Parents Evening
	8	Year 4 RSE & Expedition
		Year 5 RSE & Expedition
	9	Year 1 RSE & Camp TBS
		Year 2 RSE & Camp TBS
		Year 6 RSE & Expedition
	10	Year 2 RSE & Camp TBS
12	Y11-13 PIS (Exams, revision and wellbeing)	
Term 4	1	Learning in Early Years
	3	Independence training for carers
	3	KS3 - Reporting, Grades, Exams & Wellbeing
	5	Universities and Careers
	6	Reading & phonics
		Y13 Exam Board Information
		Y6-7 Transition
	9	Supporting your child in Maths
		Supporting learners through the term breaks (21/06 4pm)

Parent Events 2021-2022		
Term	Week	Content
Term 1	1	Learning Animals/5C Family Assembly

	2	Meet the Principal Coffee Mornings
		Primary Brain Waves Exit Point and (IPC/AGr) Friday Family Assembly
	3	Yr3, 4, 5, 6 Assemblies
		Friday Family Assembly: Y6E
	4	Primary Student Leadership-House captains Assembly. Secondary students presenting in UKS2
	5	Friday live zoom Assembly: Y3M
	6	Friday live Zoom Assembly: Online Learning & Digital Safety
	7	Primary Parent Consultation Evenings
PTC (Yr 11and 13)		
International Day themed live Zoom Assembly		
8	PTC, Yr 10 and 12.	
Term 2	3	TBS Clothing /PE Uniform Parent forum
	4	PTC Yr 7
		Secondary Student Leaders present in Friday Family Assembly
	5	Yr 8 PTC, Yr 9 PTC,
		Friday family Assembly Yr6.
	6	GCSE Award ceremony
		Friday family Assembly 5A
	7	Student led Parent evening (Pri),
		Friday family Assembly 6E
8	AS option evening,	
	Winter concert	
9	KS4 and KS5 Christmas Assemblies	
Term 3	1	Parent Q & A Zoom session,
		Holiday Activities Learning Highlights - Friday Family Assembly
	2	Parent Q & A Zoom session,
		Friday Family Assembly
	3	Friday Family Assemblyon zoom
	4	IGCSE Options Evening
		Friday Family Assembly: 5Cs

	5	Friday Family Assembly: Class Y3W
	6	PTC (Y12 & Y13),
		Friday Family Assembly: Secondary Student Leaders
	7	Pupil progress meetings, Yr 11 PTC
	8	Fri Assembly -Mother Language
	9	RSE meeting with Year 6 parents
		Yr 10 PTC
		Friday Family Assembly - STEAM theme
	10	Yr 7 PTC
		Pri Assembly
	11	Yr 5 PTC, Yr 8 PTC
		Pri Assembly
	12	EY, Year 1, 2, 3, 4, 6, Yr 9 PTC,
		Blood Donation Drive
		Shakespeare Festival (Y3, Y4, Y5, Y6, Y7)
Term 4	2	Shakespeare Festival (Y8, Y9)
		Parents' Talk (Year3 and Year 4),
		Friday Family Assembly: Class Y5S
	3	Family Assembly: Class Y4
	4	Friday Family Assembly: Class Y6C
		Family Picnic
	5	Assembly Yr 2
	6	Assembly Yr 3
	7	Assembly Yr1
9	Celebration Assembly	

5) The Curriculum

As a British school, we follow the curriculum as set out in the UK through the English National Curriculum with appropriate adjustments made for our local context. We do this through the

framework of the International Primary Curriculum in Years 1-6 and through the professional skills of our staff in all year groups. This enables us to plan and deliver lessons and guide learning in a way which meets the needs of our students. Our curriculum is fully compliant with the required standards and is a strength of the school.

Developments in the Primary Curriculum and Teaching and Learning

Classroom Routines

Returning to physical classrooms required some adjustments in teaching and learning. We reintroduced our learners to the classroom routines and children quickly developed their independence through strategies used by our teaching team, such as through the use of questions to probe the students' understanding and facilitate their use of reasoning, randomising systems to select students to answer questions and encourage students to make decisions, self assessment and peer assessment to encourage metacognition and, once we were able to due to COVID safety restrictions, the use of learning and talk partners and group work.

Based on initial learning walks and teacher feedback, we identified the key areas of need. Development of social skills, behaviour for learning and collaboration. We also identified the lack of play skills during break and lunchtime. Our teaching team focussed on our SMSC curriculum through a combination of PSHE lessons, including the use of social stories, dialogic talk, discussions, talk for writing, inquiry learning and starting with a question for the children to explore, and guided play sessions to support the development of these skills.

PSHE

The focus on SMSC and PSHE has been embedded into all our curriculum areas this year, alongside discrete PSHE lessons. The working party has reviewed and updated some of our PSHE objectives in line with developments in the UK National Curriculum. We were able to deliver our RSE unit to all year groups from Year 1 to Year 6 this year, prior to the students attending their residential trips. We also had a focus on wellbeing after such a prolonged period of online learning for the students.

Mathematics

In 2021-21 we focussed on assessment to inform teaching and learning as the previous assessments were completed online. Once students were in physical school we used a range of assessments, including White Rose end of term assessments and Maths No Problem end of unit assessments for gap analysis and used this for our planning. From the data gathered, the need for consolidation of basic concepts such as number bonds and place value was identified in the lower school, the need to develop times tables skills across the whole school and the need to re-embed the concrete, pictorial, abstract approach to develop problem solving skills and support students in articulating their reasoning.

Therefore, we implemented the use of Times Tables Rockstars and Numbots, which promotes engagement with timetables and is a whole school program. This has had a positive impact on the progress and attainment of students across all year groups and has been a useful tool to encourage collaboration as we have run weekly competitions where students can work together as a class to achieve the targets set.

We evaluated the benefits and drawbacks of the Maths No Problem curriculum and combined elements of the program with the White Rose problem solving program to create a bespoke

curriculum to suit the needs of our learners whilst meeting all the objectives of the UK's English National Curriculum. We also then evaluated the assessments and conducted a comparative end of year assessment, GL Progress Test in Maths (PTM) which gave us accurate gap analysis data as well as accurate, detailed progress and attainment data. Using this with previous assessments gave us a clear picture of the progress made by our students this academic year and informed our planning process for the mathematics action plan for the new academic year.

English

In 201-22, our English curriculum focus has also been on assessment to inform teaching and learning. We have continued to use *No More Marking*[™] (NMM) to assess our students' writing. This is a robust objective measure of assessing achievement in the level of student writing and provides a comparative judgement which gives us an insight into where our students are working in comparison to students in similar settings across the world. Our teachers also continually assess their children's writing and we have found the information gathered from the NMM assessments reflected the teacher assessments and supported planning for targeted interventions well. From the data gathered, our teaching team planned to narrow the gap for our students based on the gap analysis. During learning walks and work scrutinies, we have seen a great deal of progress in writing recorded in the students' books, their presentation, ability to write for sustained periods and their understanding of the structure of different text types.

We have continued to use the NgRT ('New Group Reading Test') assessments in Terms 2 and 4 and have been very pleased to see the progress the students have made. An area identified for improvement has been the teaching of phonics in Early Years and Key Stage 1. As part of our Professional Learning Communities, teaching phonics has been a key focus. The working party evaluated our current provision and identified the following targets: to ensure consistency within year groups and progression across year groups and phases, accurate and meaningful assessments, data analysis to inform groupings and planning. To achieve this they then evaluated a number of different phonics schemes and decided that The Phonics Shed was the best suited for the needs of our learners. From our reading assessment data, the year group with the greatest need was Year 2, therefore they piloted the scheme in this year group and the results were very positive. The program has been prepared and some training has been put in place to support the implementation of this phonics scheme in the 2022 - 23 academic year.

IPC (International Primary Curriculum)

We developed and implemented an assessment tracking system for our IPC. The tracker is used to assess the skills developed during our IPC topics throughout the year, giving us accurate progress and attainment data for our IPC curriculum. We have also designed a new whole school IPC unit based around the United Nations Sustainable Development Goals. Each year group was given an introduction to the UN SDGs and a more in depth introduction to a selection of four of the SDGs. The students then collaboratively selected the SDG that would be the basis for their unit of work. This was to encourage independence and to ensure that the child led learning approach was effectively implemented, alongside learning about the importance of the SDGs and looking at how they are interlinked. During this time, we had a number of guest speakers from a wide range of organisations who are working towards achieving the goals. These included UNICEF, ICIMOD and The Mira Rai Foundation, linking our learning to the wider community.

Physical Education

Our Physical Education department also embraced the return to campus and also introduced a new assessment framework for Early Years and Primary students which focuses on physical literacy; Beyond the Physical. The focus is on fundamental movement skills which can be used for a range of sports and purposes, the structure of the lessons is to have three key statements, such as 'push, kick, throw' and the lessons are designed to develop, practise and apply those skills.

Performing Arts

The performing arts staff made the most of the return to campus learning by producing a whole school winter concert, in which all Primary students performed both vocal and instrumental pieces. Early Years and Key Stage 1 students performed a Christmas production as part of this concert and it was wonderful to be able to invite parents and carers back onto site to watch their children perform. They continued this excellent learning experience by using PAWs (Performing Arts Workshop) time to prepare students for a whole school Shakespeare festival. In Primary, all Key Stage 2 students performed in Shakespeare Rocks and The Tempest, we were extremely impressed by their confidence and their performances were wonderful.

Outdoor learning

We have been extremely happy to reintroduce residential trips for all year groups from Year 1 to 6. The expeditions programme was modified to adhere to our COVID safety guidelines, whilst providing an exciting learning experience for our students where they were able to develop their independence, resilience and take their learning beyond the classroom. Years 1, 2 and 3 participated in Camp TBS where they went out on day trips from school, then came back for supper, camp activities and slept at school. For many of our young learners this was their first experience of spending a night away from their parents and we believe this helps them to develop their social and emotional skills alongside memorable learning experiences. Our Early Years and Year 1 students also returned to forest school this year and the impact has been evident in the way they approach all aspects of school life. They are supported in taking risks in a safe and monitored environment and develop skills which support their progress towards the Early Learning Goals and their curriculum objectives.

Developments in the Secondary Curriculum and Teaching and Learning

Cross Curricular Developments

Our secondary teachers are experts in their subject areas and have worked on the curricula within each of these areas to ensure students are challenged by rigorous and engaging content. In 21-22, a group of our teachers was also working on aligning the language and imagery we use to describe key academic skills which are needed in a variety of subjects. They trialled a clear set of skills and logos with Year 9 in Term 4 and fed back to other staff about how this approach can best be used across secondary. As we move into the 22-23 academic year, we are also looking to expand our cross-curricular projects at KS3.

PSHE Developments

During online learning and our return to campus, secondary PSHE was run entirely through mentor groups, allowing mentors to discuss key issues with the small group of students for whom they are responsible. Our Heads of Key Stage also improved the overall PSHE curriculum in a number of areas, including e-safety and health. Heading into the 22-23 academic year, PSHE will return to a

rolling period once a week and students will be given more opportunities to work outside of their mentor group and with external experts where appropriate.

Performing Arts

The performing arts team made the most of the return to campus learning by using PAWs time to prepare students for a whole school Shakespeare festival. In secondary, linked to units taught on the English curriculum, all Y7-Y9 students performed in Romeo & Juliet, Macbeth or A Midsummer Night's Dream, with each cast also making crucial creative decisions around setting, costume and interpretation which demonstrated excellent understanding of these challenging texts.

Physical Education

Our Physical Education department also embraced the return to campus and also introduced a new assessment framework for secondary students which focuses on key skills beyond those which are sport specific, now including 'Teamwork' and 'Organisation'. This development will help ensure that all students are challenged to make progress in this key area of the curriculum.

Study Skills Programme

During the 2021-22 academic year, explicitly teaching effective study skills was a priority for us in secondary, as students had not completed formal examinations since 2019, so lacked practice of revision. Study skills assemblies were delivered to all students, focusing on key metacognitive strategies underpinning effective learning; this was followed by a PSHE module on study skills for KS4 and KS5. Revision guides were collated by teachers of each subject ahead of mock and final examinations, giving suggested revision activities and resources as well as repeating important guidance about independent study and revision. Staff CPD also focused on retrieval practice to improve the frequency and consistency of retrieval activities in lessons as models for student independent revision. In addition, we held parent information sessions on revision and retrieval and shared a parent guide to revision to help equip parents with useful tools to help their children.

Alternative Curriculum Pathways

While the majority of our secondary students access the full programme of subjects at KS3, GCSE and A Level, a small number require alternative pathways to fulfil their needs. These include students with additional learning needs (ALN) as well as students who have joined us from other systems without having completed the necessary qualifications for entry. In 21-22, we were able to provide personalised alternative pathways to meet these students' needs including ASDAN programmes, GCSE resit options and EAL provision.

Classroom Routines

Returning to physical classrooms also required some adjustments in teaching and learning. Based on initial learning walks and teacher feedback, we developed a few key routines across secondary to help students adjust back to this learning environment effectively. These are: 'devices down', 'track the speaker' and 'no hands up'. The first two of these have helped to improve student attention and to reinforce effective listening. 'No hands up' or 'cold calling' is also crucial for effective assessment for learning; our teachers pose questions to all students before selecting any to answer to ensure that all students are participating in thinking about the answer.

6) Co-Curricular Opportunities across the School

Clubs and activities

Following the long period of online learning, we were pleased to be able to restart our clubs provision in 21-22. Although this was initially a reduced programme to allow for social distancing, by Term 4 we were able to move back to our normal extensive club provision.

Outdoor Learning

After two years without expeditions, we were able to run activities or short expeditions for EY (Forest School), KS1 (Camp TBS), KS2 (Camp TBS Y1 and Expeditions Y4 upwards) and Secondary during which we aimed to give students the necessary skills to return to our full expeditions programme in the 2022-23 year. Only one set of expeditions was unable to run at short notice due to a significant increase in TBS community COVID cases and the following impact on staffing numbers for the trip.

Additional Opportunities

Students took part in a range of learning activities which strengthened their skills in broader areas and widened their participation beyond TBS. These included MUN events, the Qatar Leadership conference, International Day, the Platinum Jubilee celebrations, World Book Day, Speak Out, UK Maths Challenge, Education Perfect World Languages comp, the COBIS poetry event and our TBS photography competition.

7) Additional Support (Special Educational Needs and English as an Additional Language)

The school continues to provide a high level of support for students whose needs require alternative or additional provision. This is largely provided in class through the teachers and classroom learning support staff but can also involve specialist members of the Additional Learning Needs team. Our aim is to be inclusive within our capacity and to work with families so that we have a clear shared understanding of how to best support students' needs.

Key Stage	No of ALN	Range of Needs	EAL Gold (Non fluent -Support needed to fully access curriculum)	EAL Total (inc fluent English speakers with 2nd language at home)
EYFS	5	Speech, Language and Communication (incl. ASD), Cognition and Learning	9	10
KS1	17	Speech, Language and Communication (incl. ASD), Physical needs, Cognition and Learning, SBEW	25	45
KS2	17	Speech, Language and Communication (incl. ASD), Cognition and Learning (incl Dyslexia), SBEW	31	93
KS3	16	Cognition and Learning (incl Dyslexia), Physical Needs (Down syndrome), Speech, Language and Communication, SBEW	12	112
KS4	9	Cognition and Learning (incl Dyslexia), Speech, Language and Communication, SBEW	2	69
KS5	3	Cognition and learning (incl Dyslexia), SBEW	1	67

8) Pastoral, Personal and Wellbeing Support

Student leadership across the school

Student leaders at TBS perform a number of roles by:

- Working collaboratively with students and staff to develop and improve school systems, policies, and infrastructure;
- Being positive role models within the community, demonstrating high standards and inspiring others toward personal excellence;
- Participating and engaging in activities that aim to elevate the quality of teaching and learning within the school;
- Demonstrating and upholding the high expectations we have for students at our school;
- Displaying empathy toward others and searching for ways to promote the wellbeing of our community members;
- Representing the school at internal and external events and celebrations;
- Acknowledging that the importance of their role and their influence on other students extends beyond our school campus and into their everyday lives.

Primary Student Leadership

In 2021-22, our student leadership team represented their peers and the school with pride and showed their developing leadership skills through a range of events.

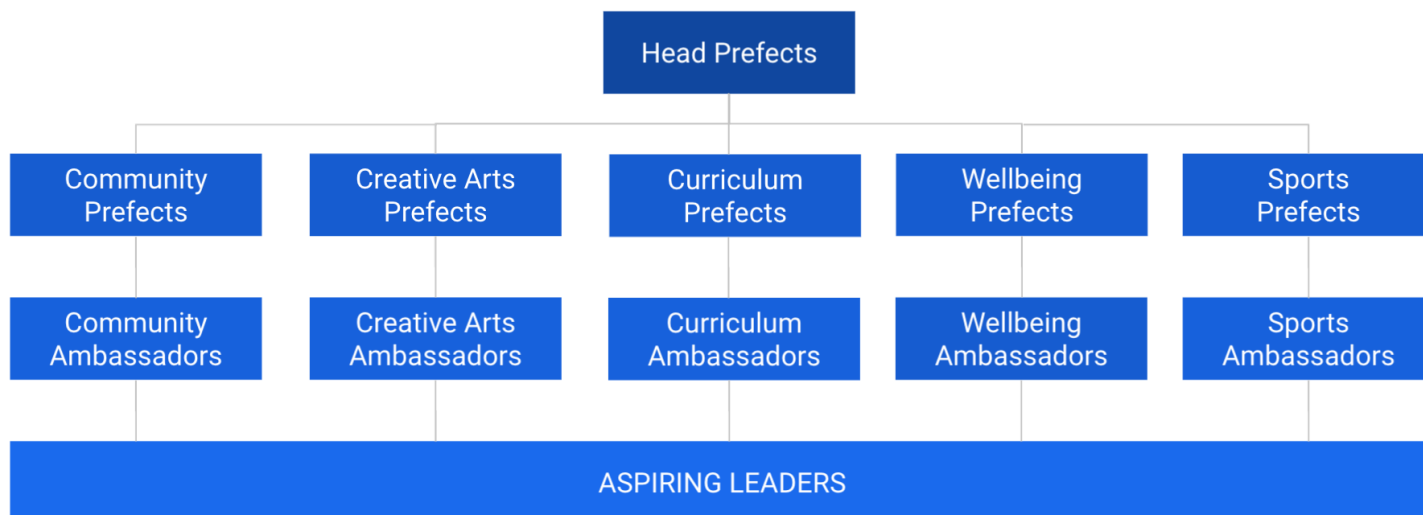
Our House Captains were democratically elected by their peers at the start of the academic year and have been given roles of responsibility such as announcing the House Point certificates in our weekly assemblies, running and judging Primary House Competitions and have been involved in the organisation of events.

Our Community ambassadors presented in our Remembrance Day assembly in November, thoughtfully selecting and delivering poetry to mark the importance of remembrance of our fallen heroes. They were also involved in the decision making and organisation of essential items and resources for our partner schools.

Our Eco Warriors have engaged all TBS students to think about how we can make our school community more Eco friendly, through delivering an initial Assembly. introducing an ECO scheme & giving weekly updates in our Primary Assemblies.

Secondary Student Leadership

The structure of the secondary student leadership team can be seen below:



In 21-22, the prefects and ambassadors played a large role in maintaining a sense of community togetherness as we returned to campus socially distanced. They led a number of key online assemblies and hosted student leader video 'TED Talks' on key issues which were shared in mentor time for discussions. Similarly, the KS3 aspiring leaders organised a number of events and helped to run transition activities for Year 6 students to help welcome them into the secondary school in the 22-23 academic year.

Safeguarding and Child Protection

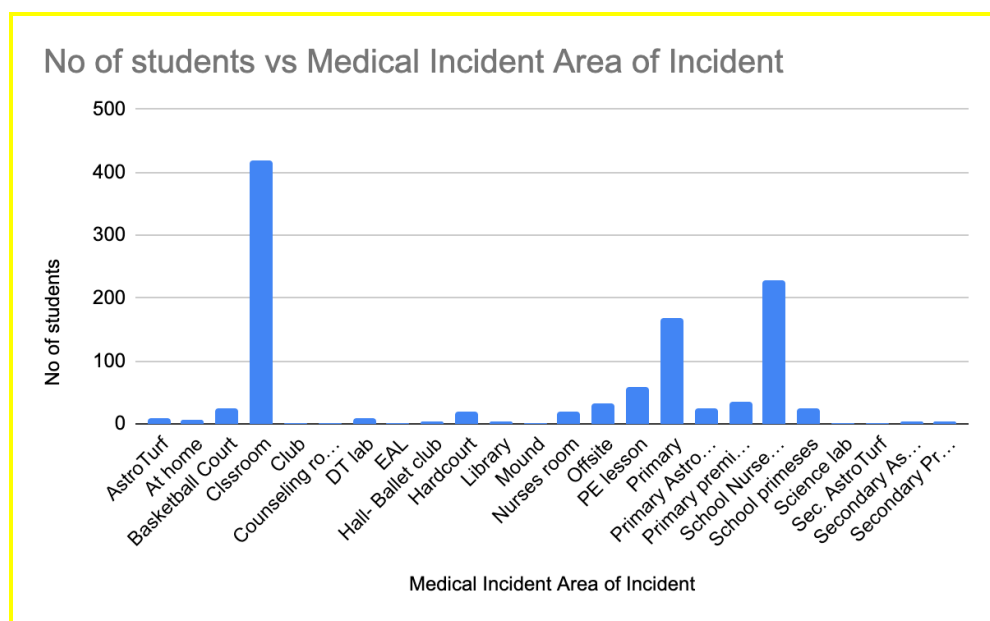
58 concerns logged in total.
 13 Primary and 45 Secondary.
 20 Male and 38 Female.

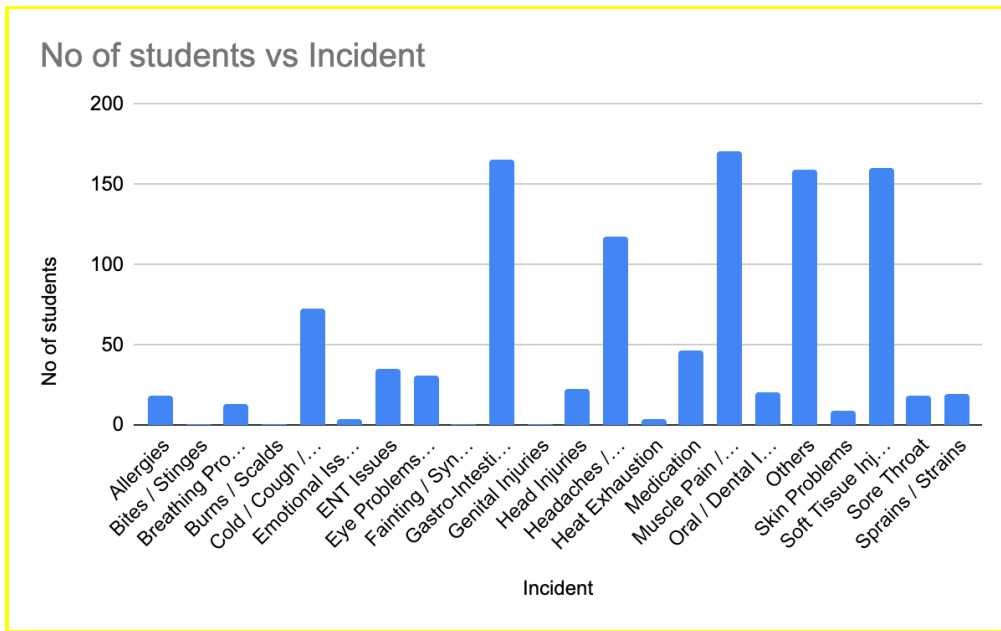
EY	KS1	KS2	KS3	KS4	KS5
1	2	10	21	12	12

Key Areas of Development

- Training
 - Level 1 training throughout the year as new staff members joined
 - Variety of webinars/online forums attended by SMT, Counsellor, DSL through the year.
 - Intimate Care training for all who work with Early Years
 - Training for the BOG including the Safeguarding lead
- Visibility and Communication
 - Ensuring students and staff are aware of the Safeguarding Team members and have easy access to the referral information.
- Safeguarding has remained a priority as we have transitioned in and out of online learning. This has included ensuring students have access to the counsellor and we have been able to refer on to specialist external support when necessary.

Medical Treatment Data





9) Health & Safety

Covid safety procedures were continually reviewed and adapted throughout the year in order to meet government requirements, prioritise the safety of our community and maximise our ability to provide on-campus learning. Measures included:

- Regular antigen testing for all staff and students, with results recorded and monitored; contact tracing with subsequent testing and isolation periods;
- High levels of sanitation on site with regular disinfection of frequent use areas and hand washing on entry to the school;
- Monitoring of potential covid symptoms including temperature taking on entry to school and sharing the most up to date information with staff, students and parents of signs to be aware of.

A review of our On Site Critical Incident Policy took place with adaptations being made to evacuation processes and the distribution of responsibilities in emergency situations. Improvements were made to our ability to communicate with parents and staff in emergency situations and our access to medical equipment should the nurse stations be unavailable. Evacuation drills took place throughout the year, which were adapted to suit covid protocols as appropriate.

Following an extended period off campus, a review of all risks on site took place and adaptations were made to risk assessment procedures and our Health and Safety policy.

Updated policies include:

- Health and Safety Policy
- Risk Assessment Policy
- First Aid and Medical Care Policy
- Car Park and Student Driver Policies
- Site Supervision Policy
- Air Quality Policy

Updated risk assessments include:

- Premises Risk Assessment Overview
- Fire
- Play Areas
- PE Areas
- Caterer's Kitchen
- Student Kitchen
- Nursing
- Prevent Duty
- Manual Handling and Working at Height
- Hazardous Substances

All ongoing checks were carried out including an external fire risk assessment, water quality testing, tree inspections and gas storage.

10) Community Partnerships

TBS hosted a full day online FOBISIA (Federation of British International Schools in Asia) Community Service eJAWS (Job Alike Workshops) for thirty two international schools.

We continued supporting our community partners in several ways as agreed in the Memorandum of Understanding, MOUs, for example paying monthly vegetable bills for the Disability Newlife Centre, snacks for the Shramik school Early Years students etc. We contributed to a nurse post at Shree Tika school and helped our community partners to safely reopen by providing sanitation stations and reusable masks.

TBS families filled six hundred and fifty Christmas gift bags for our community schools' students.

Due to the Covid situation we were unable to organise the regular cooperative activities for our students and the students of our community partner schools, but we managed to invite a group of Mary Ward School students in for a creative workshop with a children's book writer.

The Primary and Secondary Community Ambassadors organised an Eco School Assembly spreading awareness about how we can ensure TBS is an eco friendly school.

We were pleased to organise an in person Community Conference again at the end of the school year. Where TBS staff delivered fourteen different inspiring workshops for twenty three different Community Partners.

Quality Kathmandu Schools

One QKS meeting took place in the TBS 2021-22 academic year. This was hosted by TBS and we were pleased to welcome school leaders from schools in this organisation. Further activities will undoubtedly take place now that face to face activities are more accessible.

11) Leadership across the school

The school structure from the 2021-2022 academic year consisted of the school's Senior Leadership and Management Team (Principal, Vice Principal, Deputy Head of Primary, Deputy Head of Secondary and Business Manager) who oversee other teams in the school. They include the

curriculum and pastoral teams led by 2 Assistant Headteachers in Primary and 2 in Secondary alongside subject and Department heads. Other aspects of the school are led by those in the administration, operations and finance teams. This general structure will remain in place for the 22-23 academic year with Faculties also operating in Secondary.

The Board of Governors has filled three vacancies for Parent Governors as previous governors Frank Van Capelle, Scott Heringer and Prechhya Mathema finished their terms. Prechhya Mathema stood again and was joined by two new members Manoj Gurung and Selina Chan.

12) External Inspection

The school was inspected from September 7th to September 9th 2022 as part of the British Schools Overseas requirements. The Inspection Team spent time in the school speaking with students, staff and parents and looked at teaching and learning in lessons, data analysis, policies and a range of other school documentation. Although we have received verbal feedback from the team and seen a draft report, we are not permitted to share any of the details from this until the report is officially published. Once it is published, the report will be put on the school website and shared with parents. We were extremely pleased with the process and feel that it reflects our school well. We are very much looking forward to sharing this with everyone as soon as we are permitted to do so.

Part B: BoG Committee Reports

1) Human Resource Committee

Achievements in 2021.22:

- Discussed and started the implementation of medical insurance for national staff as well as established retirement benefits.
- Reviewed and updated HR policies such as grievance procedure and disciplinary policy.
- Clarified housing allowance and parental leave policies.
- Reviewed and reinstated the bursary policy that existed prior to COVID 19.
- Reviewed teacher recruitment and staffing needs.

Goals for 2022.23

- Review flight allowance benefits.
- Continue to support teacher training and qualification.

2) Properties and Legal Committee

Achievements in 2021-22:

- After the constraints of the past two years, we are very pleased to fully resume improvement works to our school facilities. We have completed a number of major projects, including new changing facilities, an expanded design technology classroom, a new Media class, an updated reception area, and a new science laboratory. Feedback from students and staff has been very positive.
- We have continued to engage with our various regulators to find ways to comply with all aspects of Nepali law while maintaining our identity as a diplomatically-designated international school. It has been challenging to reconcile our legal status with emerging regulatory processes, but the school is now on the strongest legal footing it has ever been.
- We completed three full value assessments of the property in Chobar, which is a critical step to either re-registering or selling the land. We have entered into discussions with the land's current holder, and we are optimistic that we will be able to bring a proposal to the body in the foreseeable future.

Goals for 2022-23:

- We are excited to be pursuing further site improvements, especially to our athletic and recreational facilities. We have begun procurement for several further projects, including upgrades to our sports areas and our parking area,
- We have begun feasibility and cost assessments for constructing a swimming pool on

campus, and though there are complexities we are cautiously optimistic that construction may be possible.

- We are working to resolve the legal questions around the Chobar site in order to bring proposals to the General Body for review, deliberation, and decision.

3) Marketing, Admissions, Community, and Communications Committee

Achievements in 2021-22:

- Updated the TBS website and expanded our social media presence.
- Stayed aware of admission numbers and trends.
- Continued our work with community partners as mentioned in the Community Partnership portion of this report.
- Supported our successful scholarship programme.
- Made recommendations for parent information sessions
- Began building individual year websites in Primary and Key Stages in Secondary for ease of communication with students and parents.
- Working on an internal website for TBS parents and community members to share documents and reports.

Goals for 2022.23

- Provide new platforms for parents to engage with the school and wider community.
- Respond to meet the needs of our community partners.
- Continue to support our scholarship programme.

4) Education Committee

Achievements in 2021-22:

- The committee looked at the plans for the transition to campus and supported the return of face to face learning on campus
- Supported in the review of bursary applications and ensured that an even view was applied across requests
- Supported the increase in after-school co-curricular activities as soon as they were viable
- Reviewed the core provision for ALN/EAL support to enable a fair distribution of funding
- Contributed to the development of the Post-Covid Recovery Plan
- Agreed to the investigation of BTec qualifications as an alternative pathway
- Reviewed the assessment and progress data overviews regularly to ensure that areas of need were being identified and addressed
- Kept up to date with the developments in external assessments, particularly the additional work required in ensuring readiness for both a year of external exams and internal assessments due to the international uncertainty
- Ensured they were fully aware of the issues around the Science Syllabus changes and how the school addressed the issue, including ensuring that there was a system in place to prevent errors occurring in the future

- Supported the return to Outdoor Education activities as soon as it was safe to do so
- Worked with the teachers to promote careers education through an event for secondary students

Goals for 2022-23:

- Explore the expansion of alternative pathways
- Build expertise in how the school can use data well to inform strategic approaches to teaching and learning
- Support the development of wellbeing approaches for scholarship students.

5) Finance Committee

Achievements in 2021.22

- We did not increase the tuition fees, although we worked with a deficit budget.
- We had budgeted for 500 students but the actual number of students at end of year was 536.
- The audit of Financial statements for the FY 2021/22 has been completed on time:
 - We received unqualified Auditor's Opinion, which means:
 - TBS continues to remain on a "Going Concern" basis
- We deposited a tax amount of around GBP 864K in the FY 2021/22.
- We have successfully received the tax clearance certificate for the FY 2020/21.
- We were recognized as the highest tax payer by the Lalitpur Municipality for the FY 2020/21 tax deposit.
- We continued to maintain a healthy cash flow balance throughout the year even after taking into account the possible liabilities.
- We continued to liaise with other sub-committees and have been able to finance their projects.

Goals for 2022.23

- To ensure TBS's financial position is healthy and sound in short-term as well as in a longer run to ensure long term sustainability of the school.
- To build reserves to facilitate future site ownership while working towards upgrading the current facilities for the betterment of the school.
- To continue liaising with various subcommittees in financing their projects and working together to identify the areas where we can invest or save costs.
- To continue to calibrate the school finances by carefully identifying the areas where the cost can be reduced without affecting the quality of the school.
- To continue to move forward with transparent financial policy along with being compliant with the rules and regulations.