

## Board of Governors' Annual Report 2022-23



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## Part A: Principal's Report Information

### 1) Numbers on TBS roll

Admissions are increasing and will be expected to increase further as the 2023-24 year progresses. In the 2022-2023 Academic Year, the school supported 7 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) | 23-24 (Sept) |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Primary         | 285            | 314            | 322            | 302            | 238            | 210            | 288            | 241          |
| Secondary       | 214            | 247            | 261            | 252            | 255            | 288            | 248            | 275          |
| <b>Total</b>    | <b>499</b>     | <b>561</b>     | <b>583</b>     | <b>554</b>     | <b>493</b>     | <b>498</b>     | <b>536</b>     | <b>516</b>   |

### 2) Overview of Data including public examination statistics

#### Primary Data

| End of Key Stage 2 Attainment Data |     |      |            |     |      |                              |     |      |    |
|------------------------------------|-----|------|------------|-----|------|------------------------------|-----|------|----|
| EoKS2 2023                         |     |      | EoKS2 2022 |     |      | EoKS2 2021 (Assessed online) |     |      |    |
| UK                                 | TBS | Diff | UK         | TBS | Diff | UK (19)                      | TBS | Diff |    |
| Reading                            | 73  | 84   | 11         | 75  | 88   | 13                           | 73  | 86   | 13 |
| Writing                            | 71  | 84   | 13         | 69  | 75   | 6                            | 78  | 64   | 14 |
| Maths                              | 73  | 86   | 13         | 71  | 82   | 11                           | 79  | 80   | 1  |

| End of Key Stage Progress Data     |                         |    |             |       |       |    |             |       |                        |    |             |       |
|------------------------------------|-------------------------|----|-------------|-------|-------|----|-------------|-------|------------------------|----|-------------|-------|
| Reading                            |                         |    |             |       |       |    |             |       |                        |    |             |       |
| Cohort of children ending 2023 in: | 2023                    |    |             |       | 2022  |    |             |       | 2021 (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 2023 | 19 | 56          | 75    | 25    | 16 | 56          | 72    | 28                     | -  | -           | -     |
| End of KS2 (Y6) in 2023            | 35                      | 49 | 84          | 16    | 41    | 44 | 85          | 15    | 8                      | 73 | 81          | 19    |
| Writing                            |                         |    |             |       |       |    |             |       |                        |    |             |       |
| Cohort of children ending 2023 in: | 2023                    |    |             |       | 2022  |    |             |       | 2021 (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 2023 | 15 | 48          | 63    | 37    | 16 | 56          | 72    | 28                     | EY | EY          | EY    |
| End of KS2 (Y6) in 2023            | 9                       | 74 | 84          | 16    | 15    | 75 | 90          | 10    | 0                      | 66 | 66          | 34    |

| Cohort of children ending 2023 in: | Maths |    |             |       |       |    |             |       |                        |    |             |       |
|------------------------------------|-------|----|-------------|-------|-------|----|-------------|-------|------------------------|----|-------------|-------|
|                                    | 2023  |    |             |       | 2022  |    |             |       | 2021 (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 2023            | 19    | 56 | 75          | 25    | 16    | 56 | 72          | 28    | EY                     | EY | EY          | EY    |
| End of KS2 (Y6) in 2023            | 41    | 43 | 84          | 16    | 22    | 71 | 82          | 18    | 13                     | 51 | 76          | 26    |

### Key Primary Data Highlights

- The F2 cohort made good progress in relation to their age related targets and the majority started Year 1 at the expected level to access the curriculum successfully. Their transition is being supported and we will be assessing them against the Year 1 objectives in AP1 (30/10/23)
- From the PTM analysis it is clear to see that although the percentages working at the expected age related targets are lower, the Year 2 cohort made exceptional progress in relation to where they sat at the start of the academic year.
- All other year groups are exceeding the national averages for at or above. The children working below the expectations has decreased in all year groups except Year 6 (although not significantly) where we have had some students leave and others join, therefore changing the weighting of the data.
- In the NGRT we have seen an increase in those achieving above and at or above in all year groups excluding Year 6 where the data has stayed in the same range. With the students leaving & joining in Year 6, we feel this is extremely positive.

### Secondary Data

End of Key Stage 4 and Key Stage 5:

|                      |      | 2023 Actual | 2022 Actual | 2021 Actual | 2020 Actual | 2019 Actual | 2018 Actual | VA 2023 | VA 2022 | VA 2021                                  | VA 2020 | VA 2019 | VA 2018 |
|----------------------|------|-------------|-------------|-------------|-------------|-------------|-------------|---------|---------|--|---------|---------|---------|
| A Level (End of KS5) | A*/A | 40          | 27          | 56          | 64          | 31          | 37          | 0.67    | 0.40    | 1.39                                     | 0.94    | 0.80    | 0.75    |
|                      | A*-C | 85          | 68          | 99          | 96          | 76          | 65          |         |         |  |         |         |         |
|                      | A*-E | 99          | 97          | 100         | 100         | 97          | 100         |         |         |  |         |         |         |
| AS Level             | A    | 29          | 44          | 57          | 37          | 27          | 19          | -0.23   | 1.20    | Unable to hold CAT tests to calculate VA | 1.38    | 0.60    | 0.60    |
|                      | A-C  | 74          | 78          | 91          | 85          | 73          | 62          |         |         |  |         |         |         |
|                      | A-E  | 94          | 92          | 100         | 100         | 94          | 88          |         |         |  |         |         |         |
| IGCSE (End of KS4)   | A*/A | 50          | 79          | 55          | 43          | 29          | 38          | 0.80    | 1.36    | 2.02                                     | 1.47    | 0.60    | 0.40    |
|                      | A*-C | 93          | 96          | 92          | 88          | 76          | 92          |         |         |  |         |         |         |
|                      | A*-G | 100         | 100         | 100         | 100         | 99          | 100         |         |         |  |         |         |         |

### End of Key Stage 3:

|                              | Overall | English | Maths | Science |
|------------------------------|---------|---------|-------|---------|
| Number of students           | 30      | 30      | 30    | 30      |
| <b>End of year progress</b>  |         |         |       |         |
| Green Traffic Light %        | 61%     | 48%     | 38%   | 62%     |
| Amber Traffic Light %        | 25%     | 31%     | 31%   | 28%     |
| Red Traffic Light %          | 14%     | 21%     | 31%   | 10%     |
| <b>Attitudes to learning</b> |         |         |       |         |
| 1- Excellent                 | 33.4%   | 65.5%   | 17.2% | 37.9%   |
| 2- Good                      | 65.3%   | 31.0%   | 72.4% | 13.8%   |
| 3- Action Required           | 4.5%    | 6.9%    | 13.8% | 37.9%   |
| 4- Cause for Concern         | 0.0%    | 0.0%    | 0.0%  | 13.8%   |
| <b>End of year grades</b>    |         |         |       |         |
| % EoY > A (A or above)       | 44.7%   | 55.2%   | 48.3% | 37.9%   |
| % EoY > C (C or above)       | 93.0%   | 96.4%   | 89.7% | 86.2%   |
| % EoY > E (E or above)       | 100%    | 100%    | 100%  | 100%    |

EoY = end of year grade attained by student

Traffic lights: At the beginning of the year, students are set challenging target grades in every subject, based on their baseline CAT assessment and their teacher's knowledge of the student. A green traffic light is awarded if a student meets or exceeds their target grade in their end of year assessment and shows that the student has made good academic progress over the year. Amber shows that the student has missed their target grade by one grade, but still represents reasonable academic progress and red indicates that they have missed their target grade by more than one grade.

### Core Subjects End of Key Stage Data

#### End of Key Stage 3 (Year 9):

|                        | English | Maths | Science |
|------------------------|---------|-------|---------|
| % EoY > A (A or above) | 55.2%   | 48.3% | 37.9%   |
| % EoY > C (C or above) | 96.4%   | 89.7% | 86.2%   |
| % EoY > E (E or above) | 100%    | 100%  | 100%    |

#### End of Key Stage 4 (IGCSE) (Year 11):

|                        | English Language | English Literature | Maths | Science |
|------------------------|------------------|--------------------|-------|---------|
| % EoY > A (A or above) | 42%              | 50%                | 52%   | 68%     |
| % EoY > C (C or above) | 94%              | 100%               | 97%   | 93%     |
| % EoY > E (E or above) | 100%             | 100%               | 100%  | 100%    |

#### End of Key Stage 5 (A level) (Year 13):

|                        | English Literature | Maths | Science* |
|------------------------|--------------------|-------|----------|
| % EoY > A (A or above) | 37.5%              | 62.5% | 37.9%    |
| % EoY > C (C or above) | 100%               | 100%  | 98%      |
| % EoY > E (E or above) | 100%               | 100%  | 100%     |

\* Combined data for biology, chemistry, physics A levels

#### 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

- 50% of all GCSE grades were A\*/A compared to 29% in 2019
- GCSE students achieved on average 0.8 of a grade higher than their baseline predictors- a TBS record for a fully examined cohort
- The number of GCSE A\*/A grades and the pass rate exceeded the UK independent school average.
- 29% of AS level students achieved an A grade- the highest possible grade- an increase from 2019 and 2018
- AS level Students on average achieved broadly in line with their baseline predictors
- A record number of A2 level A\*/A grades
- 26% of A2 level students achieved all A\*/A grades
- A2 level Students on average achieved 2/3 of a grade higher than their baseline predictions
- 50% of A2 level students achieved more than a grade higher than their baseline predictions
- The number of A2 level A/A\*s and pass grades exceeded the Cambridge international average by over 10%

### 3) University Destinations

|                | Percentage | Comments  |
|----------------|------------|---|
| <b>Options</b> |            |   |
| First Choice   | 97%        | Offers made to those choosing to go to university this year |
| Insurance      | 3%         |   |
| Clearing       | 0%         |   |
| Gap Year       | 19%        | This is slightly higher than it has been in previous years  |
| No application | 0%         |   |

|             |     |  |
|-------------|-----|--|
| UK          | 26% |  |
| US          | 29% |  |
| Australia   | 16% | This is slightly higher than it has been in previous years |
| ROW         | 10% |  |
| Scholarship | 23% | Includes both partial and full, all for US applications    |

#### 4) TBS Community Events

| School Events 2022 - 2023 |   |
|---------------------------|---|
| Week                      | Term 1  |
| 1                         | <ul style="list-style-type: none"> <li>• New student admissions and orientation</li> <li>• A- Level results released</li> </ul>   |
| 2                         | <ul style="list-style-type: none"> <li>• GCSE results released</li> <li>• Primary Parent Information meetings</li> <li>• Primary IPC exit point</li> </ul>                                      |
| 4                         | <ul style="list-style-type: none"> <li>• BSO Inspection</li> <li>• PE and Sport Parent information Session</li> <li>• Primary House Captain elections</li> <li>• Mid-autumn festival</li> </ul> |
| 5                         | <ul style="list-style-type: none"> <li>• Secondary Fobisia Parent Information Session</li> <li>• TBS Blood Drive</li> </ul>   |
| 6                         | <ul style="list-style-type: none"> <li>• Parent Information Session on Applying to University</li> <li>• Psychology guest lecture</li> <li>• Celebration assembly</li> </ul>                    |
| Week                      | Term 2  |
| 7                         | <ul style="list-style-type: none"> <li>• Board of Governors AGM</li> <li>• International Day</li> <li>• Y3 and Y4 Expedition Parent Information Sessions</li> </ul>                             |
| 8                         | <ul style="list-style-type: none"> <li>• Y5 and Y6 Expedition Parent Information Sessions</li> <li>• EY visit to Thakali Kitchen</li> <li>• EY Parent Thakali lunch</li> </ul>                  |
| 9                         | <ul style="list-style-type: none"> <li>• Y5 and Y6 Production: Charlie and The Chocolate Factory</li> <li>• U15 Fobisia Friendly Games</li> </ul>   |
| 10                        | <ul style="list-style-type: none"> <li>• Reading Parent Information Sessions</li> <li>• Y3 and Y4 Expeditions</li> <li>• Remembrance Assemblies</li> </ul>                                      |
| 11                        | <ul style="list-style-type: none"> <li>• Y5 &amp; Y6 Expedition week</li> <li>• Secondary Expeditions Parent information Sessions</li> </ul>  |

|      |   |
|------|---|
| 12   | <ul style="list-style-type: none"> <li>● Maths Parent information Session</li> <li>● GCSE and AS level Awards celebrations</li> </ul>   |
| 13   | <ul style="list-style-type: none"> <li>● Secondary Expedition Week</li> <li>● Primary Healthy Loving and Wellbeing Week</li> <li>● Primary Celebration Assembly</li> </ul>  |
| 14   | <ul style="list-style-type: none"> <li>● EYFS Parent Craft Workshop</li> <li>● Holiday Learning Parent Information Session</li> <li>● A level Options event</li> </ul>  |
| 15   | <ul style="list-style-type: none"> <li>● Winter Concert</li> <li>● Early Years and KS1 Production: Ralph The Reindeer</li> </ul>  |
| Week | <b>Term 3</b>   |
| 16   | <ul style="list-style-type: none"> <li>● Y5 Parent Assembly</li> </ul>  |
| 17   | <ul style="list-style-type: none"> <li>● Primary Parent Forum: Class Websites</li> <li>● Secondary Science Parent Information Session</li> </ul>  |
| 18   | <ul style="list-style-type: none"> <li>● E-Safety Parent Information Session</li> <li>● Kindness Week</li> </ul>  |
| 19   | <ul style="list-style-type: none"> <li>● Curriculum Day</li> <li>● Secondary performance of Aladdin</li> <li>● Creative and Performing Arts Parent Information Session</li> </ul>   |
| 20   | <ul style="list-style-type: none"> <li>● Challenge Assembly Week</li> </ul>   |
| 22   | <ul style="list-style-type: none"> <li>● Year 3 and Year 4 Production: Peter Pan</li> <li>● World Book Week</li> <li>● Bedtime stories Event</li> <li>● Spring Musical Showcase</li> <li>● Secondary Humanities Parent Information Session</li> <li>● U13 Fobisia Friendly Games</li> </ul> |
| 23   | <ul style="list-style-type: none"> <li>● Secondary Sports Day</li> <li>● Neurodiversity Celebration Week</li> <li>● International Women's Day</li> <li>● TBS Conference for school nurses</li> </ul>  |
| 24   | <ul style="list-style-type: none"> <li>● Primary Engage Parent Information Session</li> <li>● Secondary World Languages Parent Information Session</li> </ul>   |
| 25   | <ul style="list-style-type: none"> <li>● Key Stage 1 Camp TBS</li> <li>● 6th Form Spring Ball</li> </ul>  |
| 26   | <ul style="list-style-type: none"> <li>● Fobisia U11 Parent Information Session</li> <li>● FOBISIA Maths Challenge Event in Mongolia</li> </ul>   |
| Week | <b>Term 4</b>   |
| 27   | <ul style="list-style-type: none"> <li>● Earth Day Assembly</li> <li>● Sustainable Development Goals Entry Point</li> <li>● Primary Sports Day</li> </ul>   |



|    |   |
|----|---|
| 28 | <ul style="list-style-type: none"> <li>• Early Years Parents' Forum</li> </ul>  |
| 29 | <ul style="list-style-type: none"> <li>• U11 Fobisia Friendly Games</li> <li>• King's Coronation Event</li> </ul>                                       |
| 30 | <ul style="list-style-type: none"> <li>• School Photographs</li> </ul>  |
| 31 | <ul style="list-style-type: none"> <li>• Community Conference</li> <li>• Primary Parents' Forum</li> <li>• Parent Art Workshop</li> </ul>               |
| 32 | <ul style="list-style-type: none"> <li>• Early Years Family Fun Day</li> </ul>  |
| 33 | <ul style="list-style-type: none"> <li>• Y6 Transition to Secondary Week</li> </ul>   |
| 34 | <ul style="list-style-type: none"> <li>• Community Concert</li> </ul>   |
| 35 | <ul style="list-style-type: none"> <li>• Pride Week</li> </ul>  |
| 36 | <ul style="list-style-type: none"> <li>• Holiday home activities Parent Information Session</li> <li>• Y11 bridging week and work experience</li> </ul> |
| 37 | <ul style="list-style-type: none"> <li>• Celebration assemblies</li> <li>• Enrichment Week</li> <li>• One World Gala</li> </ul>                         |

## 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

Over the year, we were very pleased to see an increase in the opportunities for collaboration within the classroom and the use of paired and group work used to extend and enrich learning opportunities. The quality of teaching and learning was excellent.

Our EY and KS1 learners benefitted from the implementation of our new phonics scheme, The Phonics Shed. Through learning walks and lesson visits, we have seen evidence of students actively learning and increased progress, within lessons as well as over time. The scheme has been successfully embedded and the assessments are proving very useful.

PLT supported the subject coordinators in conducting data analysis and identified areas of need and planned and implemented intervention group sessions, including some invitation-only after school clubs targeting the children's needs. The teaching team also completed ongoing formative assessments for assessments; all students who need additional support have been identified and appropriately catered for and there was appropriate challenge for those going beyond the age related expectations.

We focussed on curriculum development with our subject coordinators and dedicated time to this during our January INSET day, where the Primary & Secondary middle leaders attended CPD sessions focussing on vision, domains and concepts and leading professional conversations. Our middle leaders completed the Middle Leadership CPD.

Our Early Years students had opportunities to immerse themselves in the culture of our host country, learning about traditional celebrations, dances and music of Nepal and went off site to the Thakali kitchen where they learnt through real life experiences. They learnt about the cooking and serving of traditional Nepali food, then recreated the restaurant and became waiting staff for the afternoon, serving their families a traditional Thakali lunch. This made good links with parents and enabled the children to share their learning with their families whilst developing a strong sense of belonging and understanding of Nepali traditions and culture.

Our Primary students benefited from the new structure of our IPC and English cross curricular program which is linked to performing arts. All students spent a term studying a unit of work based on the theatre and performing and creative arts, showcasing a culmination of their learning in all areas of the curriculum in their final performances.

During Term 4 we completed our whole Primary school unit of work on the United Nations Sustainable Development Goals, with all students learning about the SDGs and selecting one specific goal to focus their IPC topic on. We used this unit to assess the students' skills for our final assessment point and the data gathered enabled our team to tailor the final unit of work to facilitate the students in working on any skills they had not achieved.

All F1 and F2 children had family members attending the EY family fun day. We received some positive feedback from the parents & carers and the event was a great success, with all children engaging well with the activities, some of which were run by our Secondary student volunteers.

Year 6 did their swimming module in Term 2, and all other year groups from Early Years to Year 5 swam in Term 4. We were very pleased to have this back on the curriculum.

All of Primary (Years 1 - 6) delivered the RSE (Relationship and Sex Education) programme in preparation for our expeditions & Camp TBS. This has been handled sensitively by teachers and parents were given the option to withdraw their children from the non-statutory aspects of the programme, however the majority of students took part in all aspects with very few parents choosing to withdraw their children.

All of the expeditions for Key Stage 2 and Camp TBS for KS1 were extremely successful with feedback from all parties (students, teachers and parents) showing that this was a valuable experience for the children. They developed social and emotional skills as well as taking part in team activities and developing cooperation and communication skills.

Early Years held their parent-student craft workshop where our young learners invited the parents to join them in a range of Christmas-themed craft activities which they undertook together. The event was very well attended and the children very much enjoyed their parents' engagement.

PLT continued to promote parental engagement through our Primary & Early Years parent forums which focussed on Diversity, Equity & Inclusion (DEI) developing a sense of belonging & communication. We also continued the parent information sessions, topics including, IPC, eSafety, music and performing arts and Engage which have been extremely well attended and hosted parent teacher conferences & student led conferences.

We evaluated and adapted the Primary report template, looking at which elements are useful and informative and how to achieve some consistency through the Key Stages without diluting the

personal comments. PLT designed and implemented a new format of reports which have additional information regarding students' attainment and attitude to learning.

We embedded our Community Partners programme successfully, enabling our Primary Community Ambassadors to play an active part in their student leadership roles. We collaborated with all of our schools through events such as the Christmas bags, DNC trip to the science museum, collaborating with the Nepali Down Syndrome Centre, our Community Peace & Unity Concert, hosting the RatoBangala Foundation Trainee teachers and workshops for the ECEC student teachers, our community conference & teach meet.

### **Developments in the Secondary Curriculum and Teaching and Learning**

In 2022-2023 we continued to place a great focus on our priority areas as part of our 'post-covid recovery' plan. These elements included:

- Teaching and learning routines: 'Track the speaker', 'No Hands Up', 'Devices Down'
- Retention and retrieval development
- Adapting lessons to meet the needs of the individual students
- Providing meaningful feedback

This included focussing CPD around these areas, providing teachers with an opportunity to plan for, and embed these priority areas throughout teaching and learning in all subjects.

Expeditions are always a highlight of the calendar and they challenged students to go out of their comfort zone and helped the feeling of school community. The commitment many of the students showed to their community projects was humbling.

With a focus on reading, we had CPD on disciplinary literacy, faculties discussed how literacy is specifically used in their areas, faculties developed their teaching strategies to further build students' disciplinary literacy. Our librarian who worked with small groups or one to one, to try and support our students with below average reading levels. We also bought into new library software called Accelerated Reader to help us to motivate, monitor, and manage students' independent reading practice and hopefully support students to develop a true love for reading. Mentors also promoted reading through the use of class readers and articles from the day. A number of Year 12 and 13s were trained as reading buddies to support students in KS3 and a number of Year 12 and 13 became KS3 mentors. We are ever impressed with how our students rose to this challenge and the wonderful support they provided for the younger students.

Another key focus was curriculum development. We showcased best practice in tracking at meetings with middle leaders and followed this up with training and support for people to develop their data tracking. The review of assessment and feedback showed a number of significant improvements including:

1. Expectations for students to own and respond to feedback clear across secondary in most subjects;
2. Learning walks showed quite consistent excellent AFL practice;
3. Students are more aware of how they are assessed than in the past;
4. Lots of students commented that revision practices are explicitly being taught which help them;
5. Students mostly believe we give them the right number of assessments, with KS5 wanting more.

Assessment and reporting has been thorough and improved procedures helped mentors and HoKs to better support the students as they have a clearer understanding of the nature of support required.

We conducted a PSHE review to establish where we are at and what steps need to be taken. Through collaboration we have developed a central resource bank and followed the planned scheme of work. Student perspectives were very reassuring, with the overwhelming vast majority feeling that they enjoyed the lessons, felt it was worthwhile and that they were listened to. They did however feel that a greater range of activities could be used. Staff have indicated that they enjoyed teaching it in general and understood clearly the requirements and that they were happy to adapt centralised

resources to make bespoke lessons. However, staff did feel that they were not confident in teaching all elements of PSHE, such as Sexual Health and Sex and Relationships and this will be addressed through training.

Our curriculum days were quite a special opportunity to support students through alternative approaches. The students particularly enjoyed the performance of Aladdin. Our Sports Day was a real success with quite a number of school sporting records being broken at this event.

We continued the popular parental information sessions with sessions including topics such as E-Safety, Science, Humanities, Modern Foreign Languages and Creative and Performing Arts. These sessions give parents a flavour of what we teach as well as why we teach it in the way we do.

Exams were a major focus in Term 4 with Year 11, 12 and 13 sitting external exams and Years 7 - 10 sitting internal exams. The internal exams were set up to give students a flavour of what a real exam series is like, with a timetable and students in year 10 sitting some of their exams in the library rather than classrooms. To celebrate the end of school for our departing students, a Graduation Celebration was held at the end of the year and our students and families enjoyed a five star evening.

## **6) Co-Curricular Opportunities across the School**

### **Clubs and activities**

Over the 2022-2023 academic year, TBS ran a broad range of after school clubs. This breadth and balance is important to us as a school and covers academic areas, creative topics and sports. In 2022-23 we offered 46 different clubs in Primary across the year and 47 different options in Secondary. This does not include some of the additional academic support sessions of the music lessons for instrumental and vocal tuition.

### **Outdoor Learning**

Our students have benefited from a wide range of outdoor activities over the last year. The following schedule of residentials was in place:

Year 1 and Year 2: Camp TBS

Year 3: Sankhu

Year 4: Shivapuri

Year 5: Himalika

Year 6: Chitwan

Year 7: The Last Resort, Sukute-Bhulkot

Year 8: Bandipur (river camp)

Year 9: Chitwas

Year 10: DofE Bronze, Borderlands Gathi

Year 11: DofE Silver, rafting at Chehere

Year 12: DofE Bronze Expedition and Community Partnerships at Chautare

Year 13: DofE Bronze Expedition and Community Partnerships at Sisaut

In addition to this we ran our Forest School programme. Students from Early Years and Key Stage 1 visited our forest school site in Chobar each week. The Forest School programme is a child centred and holistic approach to education where children are facilitated by our teachers to develop key skills and take measured risks in a safe environment.

### **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 FOBISIA Secondary Maths Challenge in Mongolia, International Day, the King's Coronation celebrations, World Book Day and our TBS photography competition. Students competed locally and returned with a host of

medals from the World Scholars Cup Kathmandu round and the FOBISIA U11, U13 and U15 Friendly Games events.

We have had a number of enrichment opportunities embedded into our Primary curriculum, to support and extend learning. These included World Book Week, this year we cemented our focus on reading and phonics by extending the initiative day to a week; a culture based art competition linked to the children's learning in World Languages; Science Week, continuing to raise the profile of science within the Primary curriculum, this year we focussed on hand-on investigations; Neurodiversity Awareness Week, we collaborated with the Down Syndrome Society Nepal taking our community ambassadors and inspiring leaders to a workshop with the students from the DSSN and the symposium which took place on the 21st March 2023; whole school Winter Concert, the performances were rehearsed during music and PAWs lessons and gave the students another opportunity to perform for an audience and to be part of a larger scale production; Early Years, Key Stage 1 and Key Stage 2 sports days. They were held on the school grounds and were a slightly different structure to previous years, allowing for maximum participation from all students. In addition, we have recommenced swimming for all year groups, Year 6 did their swimming module in Term 2, and all other year groups from Early Years to Year 5 have been swimming in Term 4.

Our PE department took a team of 24 Year 5 & 6 students to the U11 FOBISIA friendly games. This was a very well organised event and our students excelled in the games, winning medals in all disciplines and both mixed teams achieving gold in the Tee Ball tournament and both the girls and boys teams achieving bronze in the football. The students were an absolute asset to the school, showing how the 5Cs shine through in their attitude and enthusiasm.

## 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 school's capacity and to work with families so that we have a clear shared understanding of how to best support students' needs.

| Number on ALN Register | Primary (269) | Percentage of Primary | Secondary (285) | Percentage of Secondary |
|------------------------|---------------|-----------------------|-----------------|-------------------------|
| SEND*                  | 42            | 15.6%                 | 31              | 10.8%                   |
| EAL                    | 205           | 76%                   | 236             | 82.8%                   |
| EAL Gold*              | 101           | 37%                   | 23              | 8%                      |
| Class Action**         | 80            | 29.7%                 | 16              | 5.6%                    |
| School Action          | 48            | 17.8%                 | 24              | 8.4%                    |
| Monitored              | -             | -                     | 19              | 6.6%                    |

| Key Stage | Range of Needs   |
|-----------|--|
| EYFS      | Speech, Language and Communication (incl. ASD), Cognition and Learning   |
| KS1       | Speech, Language and Communication (incl. ASD), Physical needs, Cognition and Learning, SBEW                     |
| KS2       | Speech, Language and Communication (incl. ASD), Cognition and Learning (incl Dyslexia), SBEW                     |
| KS3       | Cognition and Learning (incl Dyslexia), Physical Needs (Down syndrome), Speech, Language and Communication, SBEW |
| KS4       | Cognition and Learning (incl Dyslexia), Speech, Language and Communication, SBEW                                 |
| KS5       | Cognition and learning (incl Dyslexia), SBEW   |

## 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.

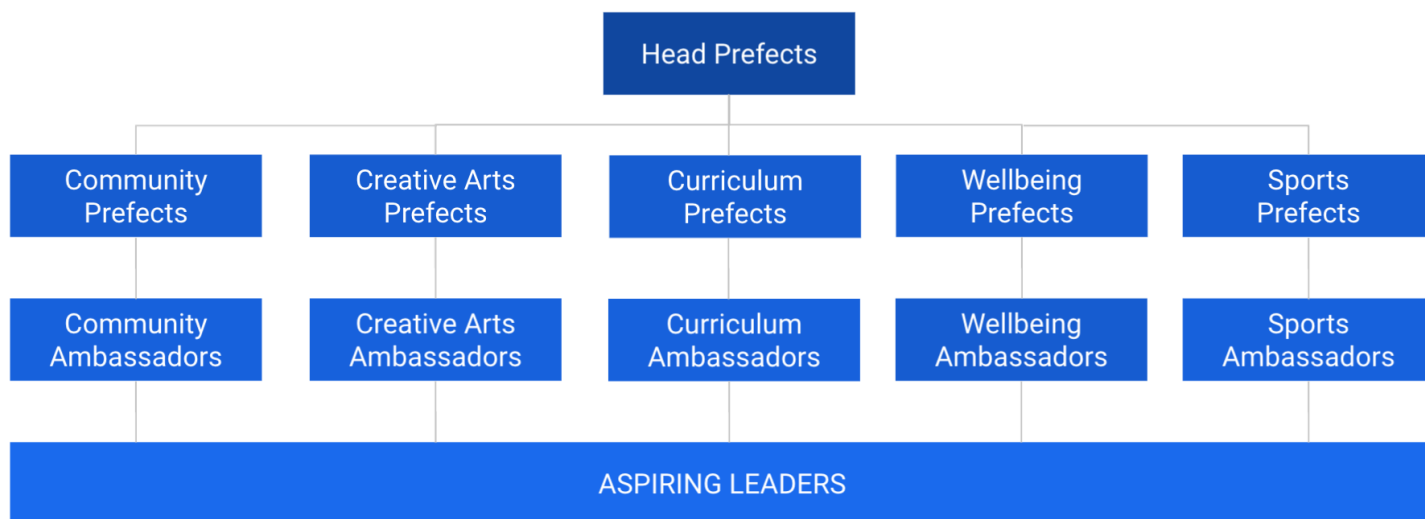
### Primary Student Leadership

Our Primary Student Leadership body consists of eight House Captains, elected by the student body, six Community Ambassadors, selected through a process of applications and interviews by our Community Liaison and Community Coordinator and Play Leaders selected through application letters and tryouts by the Year 5 teachers and Key Stage 2 Assistant Head.

The student leadership team are responsible for a number of events, such as the Community Christmas Bags appeal, organising house competitions, organising & leading arts and crafts areas at playtime and organising games for the student body.

### Secondary Student Leadership

Over the year, student leaders planned and delivered a number of events including: the Mid Autumn Festival and many of the events at the fundraiser for the flooding in Pakistan, the International Food Fest, 'sponge the teacher' event, a family quiz, the 6th form Spring Ball, a breast cancer awareness campaign and a number of events for International Women's Day. The structure of the 2022-2023 secondary student leadership team can be seen below:



## Safeguarding and Child Protection

| Safeguarding Recording 2022/23 (Changes to recording introduced in Dec 2022)   |
|--|
| 34 Aug to Dec<br>211 Dec to June   |
| 12 primary/ 22 secondary: Aug to Dec<br>58 primary/ 156 secondary: Dec to June |
| 20 Male/ 14 female: Aug to Dec<br>118 Male/ 99 Female/ 1 other: Dec to June    |

| EY | KS1 | KS2 | KS3 | KS4 | KS5 |
|----|-----|-----|-----|-----|-----|
| 5  | 24  | 41  | 78  | 51  | 49  |

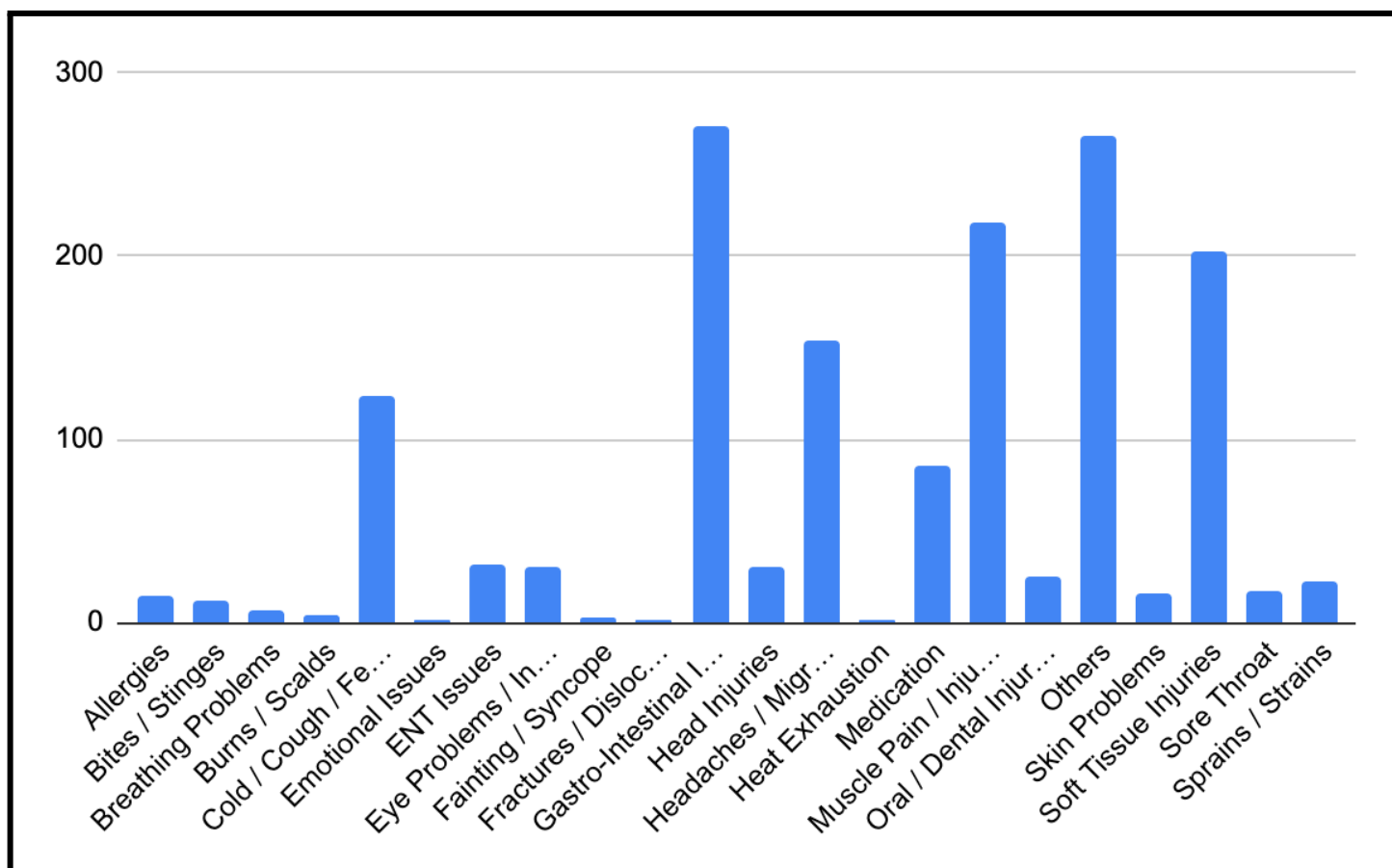
### Significant Issue

In November we received reports that a former member of staff had been arrested in the UK on charges relating to the online abuse of children and indecent images. This came as a shock to the whole school community and we liaised with the National Crime Agency to establish the facts and ensure our community was well informed. None of the charges related in any way to children connected to our school however it was nonetheless a very distressing time and the school offered support to community members. We ensured that we updated the community (past and present) regularly throughout the legal proceedings and in August 2023 he was sentenced and imprisoned in the UK. Our safeguarding procedures, including safer recruitment, were assessed internally and by an external agency and found to be good. There was indication when he was appointed that he was involved in these criminal activities and he had never been identified as a risk by the police or previous employers.

## Key Areas of Development

- Training
  - In house training for all staff
  - Optimus Level 1 training for all staff
  - Intimate care training for EY & specialist teachers
  - Positive handling for EY & Primary staff
  - Level 3 for all DSLs
  - My Concern training for all staff & extended for the Safeguarding Team & Assistant Heads
  - Assist Suicide Prevention training for the Pastoral AH for secondary
  - E-safety parent information session
- Visibility and Communication
  - Ensuring students and staff are aware of the Safeguarding Team members and have easy access to the referral information.
- Policy and procedures
  - Introduction & implementation of My Concern
  - Safeguarding Policy has been updated to reflect introduction of My Concern
  - A range of staff members are able to deliver Level 1 training internally
  - Training is in both English and Nepali
  - Collaborative decision making with Safeguarding team

## Medical Treatment Data





## 9) Health & Safety

A number of building/site works took place over the year to improve safety measures. These included:

- New fencing around the EYFS and Year 1 play areas
- Higher barriers on balconies in the main primary building.
- Fire safety measures have improvements including the use of light up fire exit signs, fire doors in the kitchens and new extinguishers.
- Additional tannoy's installed to improve effective communication across the site in the event of an emergency.
- Additional blinds and locks installed to improve lockdown procedures.
- Consultation with tree surgeons based both in the UK and Nepal regarding management of the trees on site.

In addition to this:

- Fire escape maps in each room/ space were updated to include alarm and extinguisher locations.
- All ongoing checks were carried out including an external fire risk assessment, water quality testing, tree inspections and gas storage.
- Due to an increase in cases of dengue in the community, we put [measures](#) in place to reduce mosquitoes on site and protect students and staff effectively.
- Recces and subsequent risk assessments happened ahead of expeditions.
- We worked with First Aid providers to increase the numbers of staff with up to date First Aid training, especially ahead of expeditions. A group of first raiders were identified to have extended first aid training to support the nurses in the event of an incident involving multiple casualties.
- Our catering providers reviewed their food hygiene procedures against UK Food Standards Agency criteria.
- Pollution control measures reverted to pre-covid thresholds.
- The critical incident policy was reviewed following training delivered by a UK search and rescue team and a subsequent site visit to consult on policy and procedure. The BGN crisis management team visited campus to recce the site ahead of their scenario based exercise later this year. They were satisfied that our disaster preparedness procedures and health and safety measures are robust and that we could provide a high level of support in case of emergency. A response, welfare and recovery section was included in the policy to cover in more detail the period between the critical incident and the arrival of emergency services.
- Our site radio systems were updated to improve communication on site in the event mobile networks are not working.
- A policy was compiled to ensure student safety whilst using the new changing rooms.
- An accident led us to review site supervision procedures at the end of the day when students are not in a club and should be supervised by parents. Procedures have been tightened and communicated with parents.
- Following a bee swarm on site, during which we sectioned off a large proportion of outdoor space in order to prevent harm to students and staff, the bees have been safely removed from the site.

## 10) Community Partnerships

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. TBS families filled Christmas gift bags for our community schools' students.

We held a Community Concert which was a joint venture with Shamrik School. The students performed together on stage in English and Nepali and it was an excellent way to build close ties with a partner school.

Representatives from TBS also attended 3 British community key events, a talk at the British Cemetery in Kathmandu relating to the new book outlining its history, the screening of the funeral of Her Majesty Queen Elizabeth II at the British Embassy and we co-hosted the Coronation event for King Charles III.

The Principal also attended Quality Kathmandu Schools meetings and we welcomed QKS members to the nurses' conference which we ran in February.

Our Community Conference was once more a huge success and around 40 schools participated. Our keynote speaker was our Ward Chairperson, Mr. Shree Gopal Maharajan. Workshops were led by our staff members based on topics our partners had asked for and included:

|   |
|---|
| Assessment for Learning in Primary  |
| Supporting ALN in the classroom   |
| Leading Teams and Initiatives.  |
| Diversity, Equity and Inclusion - Protecting the most vulnerable in your classrooms       |
| Maths in the real world   |
| Science - cheap investigations that can be carried out to reinforce the scientific method |
| Motivational Leadership & effective communication   |
| Student-centred Experiential Teaching using VIP & LTLS                                    |
| Differentiation   |
| Developing a school Calendar  |
| Positive Handling- Dealing with unsettled students  |
| Library Management  |
| Behaviour management  |
| Growth Mindset and its importance in the classroom  |
| Student Attendance Management   |

## 11) Leadership across the school

- In 2022-2023, the Senior Leadership and Management Team was Principal, Vice Principal, Deputy Head of Primary, Deputy Head of Secondary and Business Manager who oversee other teams in the school.
- Leadership support was provided by 2 Assistant Headteachers in Primary and 2 in Secondary, alongside subject leaders in Primary and Key stage Leaders and Heads of Faculty in Secondary.
- Other aspects of the school are led by those in the administration, operations and finance teams, some overseen by our Deputy Business Manager.

- The Board of Governors filled three vacancies for Parent Governors (leavers: Peter Graif, Selina Chan and Sunil Marwaha, joiners: Wilco Braam, Ujwal Pradhanang and Santosh Shrestha).

## 12) School Development Plan Updates

Significant progress was made in the following areas of the School Improvement Plan:

- Curriculum Training for staff to support comprehensive curriculum development and update
- Middle Leader Training to assist in the practical approaches to leading both teams and aspects of the curriculum, as well as the ethical and organisational culture factors which drive this. Middle Leaders better skilled and confident in their roles through focussed training, including secondment opportunities
- Data use is more focussed and increasingly beneficial in developing targeted planning and interventions
- Significant increase in building and re-establish links with other schools (local and international) including deeper links with other schools through FOBISIA student events and staff training
- Establishment of a clear pathway in the development of Diversity, Equity and Inclusion at TBS
- Parent forum feedback on year group websites. Updated regularly & now embedded
- Ensuring quality CPD programme supports training needs for identified priorities for school improvement as well as developing the use of CPD Pathways across the school to embed QFT to increase knowledge and skills of teachers and support staff
- Curriculum review made strong progress
- Data gathered has been used to identify focus groups for targeted interventions which are taking place
- Intensive program of interventions targeted at students who underperformed in mocks.
- A number of middle leaders went on subject specific CPD and developed links with subject networks.
- Building subject specific expertise in specialist subject areas to provide long term quality provision for students through curriculum development
- Improved achievement across the school through focussed individual interventions
- Increased achievement and progress in Writing throughout the Primary, including those children achieving greater depth through embedding effective approaches and skills progression
- Increased opportunities for students to actively develop leadership, through the Duke of Edinburgh programme
- Increased capacity of staff to support students' safeguarding needs through the application of My Concern and more comprehensive monitoring
- Improved site accessibility for students with restricted mobility and other additional needs
- A number of improvements were made to the school site facilities. These include:
  - The construction of a new storey to the CPA faculty. This now houses the Art and Media classrooms and the ground floor has been converted to the new DT room\
  - A new drum rehearsal space was added
  - New student washrooms and changing room were created which includes shower facilities and a gender neutral washroom
  - A new Science Lab and prep room were built to enable us to have 4 lab spaces
  - The main reception area and security station were refurbished to provide a more welcoming environment
  - New Maths room was created in the space that was previously Art
  - PE Flooring was added to both the covered court and the back court which has created a much more stable surface for PE and sports
  - New paving was added to a number of areas on the site including the parking and entrance

- Security was improved for the youngest children with new fencing around EY and Y1 play areas
- New walkways were added to many areas of the site including widening the pedestrian access in front of the school

### 13) External Inspection

The school was inspected from September 7th to September 9th 2022 as part of the British Schools Overseas requirements. The inspection and report follow the Department for Education (DfE) schedule for the inspection of British schools overseas. 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. The purpose of the inspection is to provide information to parents, teachers, senior managers, and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The following are action points from the BSO inspection. *While not required by regulations, the school might wish to consider the following development points:*

- *Embed closer working between the secondary and primary sections so that the strengths of each are shared across key stages and subject boundaries*
- *Develop the skills of middle leaders in the analysis of pupils' performance data with reference to different groups of pupils*
- *Further promote the importance of attendance with all stakeholders*

The following are strengths identified from the BSO inspection:

- *A committed leadership team including the board of governors, who have a clear view of the school's vision, mission, and values*
- *The rich, broad curriculum with a strong focus on enabling all pupils to achieve*
- *An inclusive admissions policy*
- *The quality of teaching, and learning*
- *High standards in attainment and progress across the school*
- *Outreach work in the community*
- *Pupils who are confident, kind, and articulate*
- *The supportive ethos of the school based upon mutual trust and respect*

The inspection team found that: *The British School in Kathmandu offers an outstanding education to the pupils and families that it serves. The curriculum offered is broad and inspiring, teaching is consistently good across the school and as a result pupils enjoy school, learn well, and thrive. The school also extends its influence through outreach community work in the locality. The vision of the school, to develop young people who strive for excellence and are kind through a focus on challenge, creativity, confidence, compassion, and community, is embedded in the ethos of the school.*

## **Part B: BoG Committee Reports**

### **1) Human Resource Committee**

#### **Achievements in 2022-23:**

- Reviewed and adjusted housing and flight allowances
- Kept up-to-date with staff recruitment.
- Reviewed contract renewals, incentives and CPD provisions.
- Adapted leave policy for local employees for auspicious events.
- Supported local employee incentive and recognition programmes.
- Stayed up to date on visa updates and local labour laws and regulations.
- Reviewed appointment checks including police checks and background checks

#### **Goals for 2023-24 and beyond**

- Develop strategies to make TBS Kathmandu a more attractive institution for potential recruits.
- Increase staff retention rates and overall employee engagement
- Acknowledge and celebrate outstanding staff performance and contributions
- Enhance the professional growth and development of all staff members.
- Ensure compliance with all local labour laws and regulations

### **2) Properties and Legal Committee**

#### **Achievements in 2022-23:**

- Numerous site improvements and developments as mentioned in the School Development portion of this presentation.
- Engaged with regulators to comply with Nepali law, maintain our identity as a diplomatically designated international school, improvement in sites and negotiation of not-for-profit distributing status for tax purposes.
- Working through legal complexities for securing our ownership of the Chobar property.
- Feasibility and cost assessments for an on-site swimming pool.

#### **Goals for 2023-24 and beyond**

- Continue property improvements and developments as needed.
- Continue to engage with regulators and comply with Nepali law.
- Develop a proposal for the Chobar property that can be presented to the General Body for approval this year.
- Negotiate with landowners for lease agreements and search for appropriate land to purchase for future school site.
- Finalise the construction survey for on-site swimming pool.

### **3) Marketing, Admissions, Community, and Communications Committee**

#### **Achievements in 2022-23:**

- Updated the TBS admissions policy.
- Assisted in selecting topics for the parent information sessions.
- Facilitated in development of year group and key stage websites.

- Continued work with our community partners as mentioned in the Community Partnership portion of this presentation.
- Supported the TBS scholarship programme.
- Welcomed Owls representatives to the MACC meetings.
- Facilitated school wide communication regarding the criminal charges regarding a former TBS teacher.

#### **Goals for 2023-24 and beyond**

- Streamline and improve the admissions process to make it more efficient and applicant friendly.
  - Organise community-building events, forums, and activities that promote connections and relationships within the community.
  - Cultivate relationships with alumni and encourage their continued involvement with the school.
  - Showcase student and staff accomplishments and contributions to the school community
  - Encourage more involvement from students with our community partners.
- Continue working with the Owls to improve communication and messaging to parents.

#### **4) Education Committee**

##### **Achievements in 2022-23:**

- In-depth analysis of the external exam results
- Identified opportunities for students to participate in academic and sporting events with other schools such as the FOBISIA Friendly Games, the FOBISIA Maths challenge and World Scholar's Cup
- Reviewed the alternative options for student pathways such as BTEC and NCFE
- Agreed the new depth of focus in Primary language for French and Mandarin Chinese
- Kept up-to-date with the exams schedule including resits and the series held outside of the summer schedule and the related monitoring visits
- Oversaw the scholarship launch for entry in the 23-24 cohort
- Reviewed the curriculum elements of the Diversity, Equity and Inclusion Audit

##### **Goals for 2023-24 and beyond**

- Improve progress and attainment for students in phonics in Early Years and Key Stage 1
- Build a positive reading culture across all phases.
- Provide appropriate access to AI to support students' learning strategies.
- Provide alternative pathways for students for whom A-levels (or GCSEs in some cases) are not appropriate.
- Improve achievement across the school through focussed individual subject development plans which are robust and evidence based

#### **5) Finance Committee**

##### **Achievements in 2022-23:**

- Capital Expenditure completed - sports flooring, pavers around the school area, electrical

overhauling.

- Full Tax Audits completed for FY 2017/18, FY 2018/19 and FY 2019/20 with no major concerns
- Closure of UBS bank account in progress.
- Opened bank accounts with Standard Chartered UK, HSBC Gift City and resumed normal operation.
- Final statutory audit for FY 2022/23 completed.
  - Overall income: GBP 6.2 million
  - Final expenses: GBP 5.5 million
  - End of year balance GBP 327K transferred to Accumulated Surplus and GBP 373K transferred to Capital Reserve.
  - Increase in tuition fee was 6% which was lower than the rate of inflation.
- Budget for FY 2023/24 completed on time in May 2023 and approved by the BoG
  - Predicted income: 6.7 million based on 522 students
  - Predicted expense: GBP 5.8 million based on current staffing and resourcing requirements, contractual obligations and fixed expenses and based on inflation rate trends
  - Increase in tuition fee by 4.5% which is significantly lower than the rate of inflation.

Statutory Requirements:

- Received Tax Clearance Certificate for FY 2021/22.
- Completed Half Yearly Interim Audits.
- Audit of Financial Statements for the FY 2022/23 complete and approved by the BoG.

Outcome:

- Unqualified Auditor's Opinion
- TBS continues to remain on a "Going Concern" basis

### **Goals for 2023-24 and beyond**

- Planned Capital Expenditure: equivalent to 153% of capital development fee raised in 2023/24. Additional expenditure to be financed by previous years' reserves.
- Finance staff related expenditure
- Enhance smoother financial related operational processes
- Perform Statutory duties (e.g., update policies, audit, budget, tax payment)
- Enhance financial internal control and processes
- Secure finances from Green Field Site
- Explore long-term potential sites for purchases
- School premises - plan for longer term facilities
- Conduct longer term financial forecasts
- Put mechanisms in place to reduce balance sheet volatility.
- Improve long-term financial position and ensure financial stability of the school