



**Inspection report**

**The British School**

**Kathmandu**

**Nepal**

Date **29<sup>th</sup> – 31<sup>st</sup> Oct 2025**  
Inspection number **20251029**

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## 1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

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 inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on whether schools meet the standards for BSO.

Inspectors visited lessons, looked at school documentation and policies, and analysed data. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Edward Pearce. The team members were Stephanie Milner, Glyn Kilsby and David Williams.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

### 3. Overall effectiveness of the school

The British School Kathmandu meets the standard for BSO and has many outstanding features. It provides a broad and inclusive curriculum that blends the best of British educational practice with international and local relevance. Students thrive in a culture of care, challenge and creativity. This is reflected in excellent academic outcomes and exemplary personal development. Teaching is consistently good, and often outstanding. As a result, students make sustained progress from their varied starting points. Behaviour is exemplary and relationships across the community are respectful, kind and supportive. Safeguarding and welfare arrangements exceed local expectations. Leadership and management are highly effective and reflective, and governance provides strong strategic direction and accountability. Parents are engaged and supportive, and the school's sense of belonging and shared purpose creates a vibrant and cohesive community where excellence and kindness are lived values.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- **Leadership and management:** The Principal fosters a culture of care, respect, kindness, and high expectations, setting the tone for the entire school. She is the driving force behind TBS Kathmandu's ethos and success.
- **Student behaviour:** Exemplary conduct in lessons and during break times, with consistently respectful interactions between students and staff.
- **Curriculum and enrichment:** A broad, balanced curriculum enriched with diverse opportunities that promote creativity, global awareness, and personal growth.
- **Parental engagement:** Strong community ties with parents who feel informed, involved, and valued.
- **Safeguarding:** Robust policies and practices aligned with UK and international standards, consistently implemented and regularly reviewed.
- **Professional development:** A well-structured CPD programme ensures staff feel valued and supported, contributing to high retention.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

1. Strengthen the systematic use of assessment data to inform planning and personalise teaching, ensuring that all pupils, regardless of starting point, receive appropriately targeted support and challenge.
2. Strengthen the consistency, precision and impact of feedback across all phases so that it informs students about their performance and provides information about how to improve. Feedback should be timely, specific and responsive, so that students can reflect, self-evaluate and take increasing ownership of learning in line with the school's high expectations for progress and achievement.
3. Strengthen the consistency and impact of teaching in writing across subjects so that outcomes in writing match the high standards achieved in reading and mathematics, particularly by ensuring pupils apply spelling, sentence construction and extended writing skills with increasing accuracy and independence.

## 4. The context of the school

Full name of school	The British School Kathmandu				
Address	Jhamsikhel, Lalitpur, Nepal				
Telephone number/s	+977 1 5421794				
Website address	<a href="http://www.tbs.kathmandu.org">www.tbs.kathmandu.org</a>				
Key email address	info@tbs.edu.np				
Headteacher/principal	Caroline Drumm (Principal)				
Chair of board/proprietor	Wilco Braam (Chair of Governors)				
Age range	3-18 years				
<b>Total number of pupils</b>	<b>506</b>	<b>Boys</b>	<b>261</b>	<b>Girls</b>	<b>245</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	211	
	<i>3-5 years</i>	29	<i>17-18 years</i>	39	
	<i>6-11 years</i>	227	<i>18+ years</i>	0	
Total number of part-time children	1				

The British School Kathmandu (TBS) is a long-established, not-for-profit international school offering a British-style education enriched with global perspectives. Founded in 1966, it serves the diverse community of Kathmandu and surrounding areas and maintains close links with the British Embassy and the British Gurkhas Nepal. The school's ethos is central to all aspects of its provision. The school occupies a calm and well-maintained campus in Jhamsikhel, Lalitpur. This provides a safe and stimulating learning environment that contrasts with the challenges of the city.

There are currently 506 students on roll, aged three to 18, representing over thirty nationalities. Around 40% of students are Nepali, with others from the United Kingdom, India, the United States,

Australia and across Europe and Asia. All teachers are suitably qualified for their roles with most holding UK qualifications.

Nepal's developing infrastructure presents several ongoing challenges, including unreliable utilities, the impact of pollution and occasional natural disasters. Despite the contextual challenges, including recruitment and retention, and high mobility, TBS continues to thrive.

## 4.1 British nature of the school

The British School, Kathmandu, demonstrates its British characteristics in many ways.

In all sections of the school, the curriculum follows the National Curriculum of England. The school follows the Early Years Foundation Stage (EYFS) in key stage 1. In primary, learning is based on established UK-based programmes. In the secondary section students study IGCSEs and A-levels. Student progress is measured using well-established British and international standardised assessments. Standards are measured by making comparisons to expected UK outcomes.

The breadth of the curriculum is also based on best British practice, with a strong emphasis on personal and social education and creative arts subjects. The timetable structure also mirrors that of British schools, with secondary students moving around the school to specialist subject-based classrooms. The organisational systems within the school are typically British, with a house system and UK named year groups and key stages. The school promotes British values through its wide range of extra-curricular activities, trips and expeditions.

The majority of the teaching staff, including the principal, are British and have UK degrees and teaching qualifications. The school's leadership structure is similar to that of a British school, with substantial delegation of responsibilities for senior and middle leaders. The school's board of governors is like that of a UK school.

The school promotes British values through its vision and core values of challenge, community, compassion, confidence and creativity. The curriculum and culture of the school strongly promote British values of tolerance, respect for others and inclusion. There are strong links with the British embassy and the British Gurkha Nepal community and the school has been visited by members of the British royal family. The school's logo and every student book in the school displays the national flags of Nepal and UK.

School policies and recruitment procedures match those of UK schools. The school's facilities allow it to follow a broad British based curriculum, with specialist rooms for drama, music, design technology and art. There are large primary and secondary libraries resourced with mainly UK sourced books.

## 5. Standard 1

### The quality of education provided by the school

The quality of education at The British School (TBS) Kathmandu meets the BSO standards, with most aspects judged as good or better. A well-structured curriculum, underpinned by coherent schemes of work, ensures clear progression and continuity across all key stages. Teaching is purposeful and consistently aligned with curriculum objectives, supported by regular assessment and feedback. As a result, students make sustained progress over time and achieve standards that meet or exceed age-related expectations.

#### 5.1 Curriculum

The quality of the curriculum meets the standards for BSO and is outstanding.

The British School Kathmandu delivers a broad and balanced curriculum from the EYFS through to the sixth form. It is aligned with the national curriculum for England and EYFS requirements. The curriculum is coherently structured to help ensure that students learn the knowledge, understanding, and skills they need for the next stage. It nurtures students' academic, social and emotional development effectively.

Learning in the early years is hands-on and purposeful, with well-planned thematic units that spark imagination and build strong foundations for future learning. The curriculum is fully aligned with the Early Years Foundation Stage (EYFS) framework and covers all prime and specific areas of learning. A strong emphasis is placed on communication and language, physical development and personal, social and emotional development, which underpin children's confidence and readiness to learn.

Early reading is promoted effectively through a structured and systematic approach to phonics, alongside rich opportunities to develop vocabulary, listening and comprehension skills. Children are happy, engaged and make strong progress from their individual starting points towards the Early Learning Goals. The school's Little Yetis programme welcomes children from 12 months with their parents and provides a nurturing environment that supports children's social, emotional and language development, helping them to transition confidently into formal early years provision.

In primary, the curriculum is enriched by high-quality UK-based schemes. In key stage 3, students follow the English National Curriculum across a broad range of subjects, laying a strong foundation for future learning. At key stage 4, students choose from 20 GCSE subjects. In the sixth form, 21 A-level options are available, allowing for personalised academic pathways that reflect individual strengths and aspirations.

Academic rigour is balanced with inclusivity. Schemes of work are designed to provide challenge while offering targeted support for students with special education needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). Alternative pathways such

as the functional skills and entry level courses are available at key stage 4. Creativity is a hallmark of the curriculum, with rich opportunities for students to explore and develop their talents in art, drama, photography and music.

The curriculum fosters a genuine love of learning. Students are encouraged to pursue their interests and passions through a wide range of creative, practical and values-driven experiences. From the earliest years, children are immersed in rich, thematic learning that is both age-appropriate and culturally relevant. For example, EYFS students recently explored food and culture by designing menus, preparing traditional Nepali Thakali dishes and hosting their parents in a classroom restaurant, showcasing their communication and language skills.

Fundamental British values are actively promoted across the curriculum and wider school life. Students learn about democracy, fairness and respect through leadership roles, assemblies and events such as Remembrance Day at the British embassy and fundraising through poppy sales. The personal, social and health education (PSHE) curriculum is comprehensive and responsive. It promotes the school's core values and ethos successfully. In primary, these values are brought to life with well-chosen resources that help students understand and embody positive learning behaviours.

Relationships and Sex education is delivered in a culturally sensitive and age-appropriate manner. Clear policies are shared with parents and opt-out provisions available. Financial literacy, enterprise and global citizenship are embedded across all phases. In secondary, students learn about budgeting, taxation and digital finance tools. In primary, students participate in fundraising and community outreach projects that build early awareness of financial responsibility.

Transitions between key stages are carefully structured to ensure continuity in learning and pastoral care. Initiatives such as the year 6 to year 7 induction week, the A Level Foundation Programme and cross-phase teaching contribute to a seamless educational journey. Students benefit from shared access to specialist facilities including science labs, art studios and performance spaces, promoting equity and aspiration.

Experiential learning is central to the TBS approach. Students participate in expeditions such as the Duke of Edinburgh's Award, the year 8 humanities trip to Pokhara and community service projects. This includes, for example, soup kitchens and school regeneration initiatives in East Nepal. The community partnership programme connects each year group with a local partner school, fostering collaboration through shared lessons, performances and resource donations.

Careers education is embedded from an early age and becomes increasingly personalised as students move through the school. Weekly guidance sessions with leaders, visiting speakers, alumni engagement and a well-attended careers fair help students explore future pathways. TBS supports applications to universities in the UK, USA, Australia and beyond, offering impartial advice tailored to each student's aspirations.

The co-curricular programme is extensive and well attended, offering students opportunities to develop new interests and skills across cognitive, creative, physical and social domains.

## 5.2 Teaching and assessment

The quality of teaching and assessment meets the standard for BSO. Teaching is good with many outstanding features.

In general, teachers have secure subject knowledge, which they use well to help students learn. They use questioning and feedback effectively to check that students are learning the intended curriculum. Overall, the work is suitably demanding and is generally purposeful, engaging and well structured. As a result, students make strong progress from their varied starting points and achieve high standards. Excellent attitudes to learning and the highly positive relationships between staff and students support learning well. Despite these strengths across much of the school, practice is not yet fully consistent in all subjects or phases. This means that, on occasion, a small number of the most able students do not yet achieve the level of excellence that the school consistently strives for.

In the early years and primary phase, reading is taught effectively. Teachers use the school's chosen systematic synthetic phonics programme consistently to ensure that pupils develop secure decoding skills, fluency and confidence. This strong foundation enables pupils to access the wider curriculum successfully. Writing is developed across subjects and contexts; however, the impact of teaching in writing is not yet as strong or consistent as in reading and mathematics. This reflects some variability in how spelling, sentence construction and extended writing are taught and applied across the curriculum. Leaders have accurately identified this as an area for further refinement.

Behaviour in lessons is exemplary. Students are respectful, courteous and motivated to learn. They respond well to high expectations and demonstrate independence, cooperation and resilience. Classrooms are calm and focused, with students showing a strong willingness to contribute their ideas. Teachers and students value one another's contributions, creating a safe and inclusive learning environment where pupils feel confident to take intellectual risks and articulate their thinking.

The provision for pupils with SEND and those who speak English as an additional language (EAL) is effective overall. The positive impact of the recent restructuring of the SEND and EAL provision is evident in students' learning. Teaching places a strong emphasis on developing language, reading and writing skills, enabling pupils with additional needs to engage successfully with the curriculum. Specialist staff, including therapists and counsellors, work closely with teachers to ensure that support strategies are well understood and applied. Lower-attaining pupils are supported effectively to build knowledge and confidence. However, the level of challenge and precision in teaching is not yet consistently strong enough to ensure that all higher-attaining pupils are stretched to achieve the school's highest expectations.

Assessment is well established and aligned with UK and international standards. The school uses a range of standardised assessments and internal benchmarks to track attainment and

progress systematically. Leaders and teachers meet regularly to review data, discuss student progress and identify pupils who may require additional support or challenge. This collaborative approach reflects a strong shared accountability for outcomes. In the most effective lessons, assessment information is used well to adapt teaching and refine next steps; however, this practice is not yet embedded consistently across all subjects.

In the best examples, feedback is constructive and developmental, helping students to understand their strengths and the next steps in learning. Peer and self-assessment are sometimes used effectively to support reflection and improvement. However, there remains some inconsistency in the precision and impact of feedback, particularly verbal feedback, across the school.

In the sixth form, teaching is characterised by strong subject expertise and increasingly independent learning. Teachers provide clear academic guidance, model high-level thinking and prepare students well for the demands of A-level study and higher education. Students benefit from structured opportunities for discussion, independent research and examination preparation. As in earlier phases, the impact of assessment on shaping teaching is stronger in some subjects than others.

Classrooms are well resourced, and teachers make good use of available materials despite contextual challenges linked to infrastructure and facilities. Staff are adaptable and creative, ensuring that technology and digital tools are integrated purposefully. In the primary phase, resources such as mini whiteboards are used effectively to check understanding and promote active participation. Across the school, learning environments are positive, orderly and reflect pride in students' work and the local context.

## 5.3 Standards achieved by pupils

The standards achieved by students meet the standard for BSO and are outstanding.

Students' progress is tracked carefully throughout the school. Attainment in the early years, measured against UK age related expectations, is high. Progress through foundation 1 and foundation 2 is strong with the majority of children reaching their expected level in all curriculum areas. Attainment is strongest in mathematics, physical development, understanding the world and social education.

In primary, achievement in reading, writing and mathematics has improved year on year. Attainment is strongest in mathematics, where 85% of pupils meet age-related expectations by the end of primary. Reading outcomes are also strong, with 80% of pupils reaching UK expectations. Pupils develop secure early reading skills through phonics, learning the sounds that letters make and applying these confidently to segment and blend words by the end of foundation stage 2. As pupils move through the primary years, they read with increasing fluency and accuracy.

Writing outcomes, while improving, are not yet as strong as those in reading and mathematics. By the end of primary, 73% of pupils meet age-related expectations in writing. This reflects some inconsistency in the impact of teaching on spelling, sentence construction and extended writing across the curriculum. Leaders have accurately identified writing as a priority area for further improvement. Nevertheless, attainment in all three core subjects remains above UK averages.

Throughout primary and secondary, internationally recognised standardised assessment data is used to track the progress of individual students and groups, as well as check overall performance. The information is also used to identify students who need additional support or who would benefit from adaptations to the curriculum. As a result, all pupils, including those with SEND, achieve extremely well.

In secondary, students are well-prepared for IGCSEs and A-level examinations. There are 20 IGCSE subject choices and the results are excellent. Externally moderated assessment is used at the beginning of year 10 to predict the most likely outcome for each IGCSE subject. This enables teachers to identify any gaps in students' learning and adapt their plans appropriately.

A-level results are also strong with a 100% pass rate. These pass rates exceed those of UK schools. The highest performing subjects at A-level are computing, history and economics. These results enable the large majority to gain entrance into their first choice of university.

## 6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development meets the standard for BSO and is outstanding. This is a key strength for the school.

Students demonstrate a deep respect and tolerance towards all members of the school and the wider community. The school's values of challenge, community, compassion, confidence and creativity are embedded throughout the curriculum. This gives the school a calm, purposeful atmosphere. Students work hard and are supportive of each other. There is a powerful and positive attitude towards learning. Students enjoy school and talk about it with affection. Attendance at the school is strong and students participate willingly in lessons, extra-curricular activities and community events.

Behaviour is exemplary with students behaving maturely in class and around the school. Excellence and kindness are a shared vision of the school, and this is reflected in observed behaviours throughout all year groups.

In primary the curriculum encourages ethical and moral development. Recent professional development for staff introduced new approaches to anti-bullying and unkind behaviour in school. This has proved effective in preventing unacceptable behaviour or in dealing with it quickly and constructively if it does occur. Students report that bullying in school is very rare, but if it does occur it is dealt with effectively. Protected characteristics and anti-discrimination are topics that are explicitly taught as part of the curriculum.

The student leadership programme gives a range of opportunities for students to develop their leadership skills. In primary there are leadership opportunities through house captains, leading linguistics, student librarians, eco ambassadors, community ambassadors and play leaders. These are shared and promoted throughout primary years. In secondary, there are key stage 3 student leaders, key stage 4 ambassadors and the year 12 and 13 prefect team. Students are encouraged to plan and lead assemblies. A recent sports assembly led by senior students celebrated success and personal growth.

The community partners programme offers a wonderful range of activities that promote kindness, understanding and empathy. Students volunteer their time; fund raise and help willingly for the benefit of others. The programme develops compassion and community collaboration and provides support for local schools and community organisations.

United Nations environmental goals and global sustainability goals form an important part of the curriculum. The school has an active eco club that has introduced real world changes within the school. One project was the phasing out of disposable paper cups in the canteen

and replacing these with reusable cups. This produced both a financial saving and had a positive environmental impact.

The annual student expeditions are a strength that build team work, a love of the environment and resilience. These activities take place throughout the school, with the youngest children taking part in an overnight activity within the school grounds. This builds year by year until, by year 7, the whole secondary section is off-site for a week, taking part in activities such as trekking, rafting and community support.

The school is multicultural and there are events throughout the year that celebrate a wide range of religious and cultural occasions. Cultural understanding is embedded throughout the curriculum. During multicultural day students come to school in their cultural dress and celebrate their different beliefs and values. Food Fest is another opportunity to celebrate the wide range of nationalities and cultures within the school. These events promote tolerance and cultural understanding. The religious education curriculum, in primary, uses assemblies to introduce students to religions and cultures.

The high quality PSHE curriculum enables students to make strong and well-informed choices about moral perspectives. Transitions from one key stage to another are supported by activities such as transition week, handover meetings and by inviting teachers from secondary to spend time with students in year 6. An innovative programme promotes the smooth transition into primary.

Students feel that they have a voice within the school and that their ideas or concerns are listened to seriously. Student surveys are used throughout the school to get feedback and promote dialogue. In the secondary section the day starts with a meeting between students and their mentor. Each mentor group has around 10 students, and each week there is also an individual one-to-one meeting between each student and their staff mentor.

Students are prepared well for the next stages in their education. Careers is a timetabled lesson in years 12 and 13 and the school has contacts with a wide range of universities. During the school year representatives from many universities visit and meet with the older students. Students have been highly successful in gaining entry to a range of competitive universities throughout the world.

## 7. *Standard 3*

### The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the standard for BSO and is outstanding.

Students at TBS are exceptionally well cared for, with safeguarding embedded at the heart of school culture. Robust policies, covering health and safety, fire safety, first aid, behaviour, anti-bullying and risk assessment, are implemented rigorously and reviewed regularly. This exceeds Nepali legislation by aligning with UK best practice. All staff are appropriately trained and demonstrate a strong culture of vigilance. Child protection records are detailed and ensure timely follow-up by the designated safeguarding lead (DSL). Safer recruitment practices are robust and safeguarding statements are included in all job adverts.

All staff receive level 1 safeguarding training with annual refreshers, while key staff hold level 3 certification. A DSL oversees all child protection concerns, which are logged and monitored via a recognised online system. Weekly safeguarding team meetings and annual safeguarding committee reviews ensure strategic oversight and responsive care. Posters and policy highlights throughout the school reinforce vigilance. Staff are trained to handle disclosures sensitively and identify signs of risk. A full-time counsellor and in-house therapists support student wellbeing, with timely referrals to external agencies when needed. Students at elevated risk are placed on a concern register shared with key staff and “Team Around the Child” meetings ensure coordinated support.

Safeguarding is also embedded in the recruitment process, with clear statements in job adverts supporting safer hiring. A board member serves as safeguarding liaison and safeguarding updates are included in every board report. Despite limited local services, TBS maintains strong links with available agencies and adapts its PSHE and RE curriculum to meet student needs.

High standards of behaviour foster a safe and respectful environment. Serious misbehaviour is rare and addressed promptly by the pastoral team, including heads of key stage and assistant heads. All incidents are logged and behaviour data is monitored to identify trends. The behaviour policy includes age-appropriate sanctions and support. A student-created code of conduct promotes positive behaviour, reinforced through praise and rewards aligned with school values. Serious incidents are reported to governors and followed up with support plans and interventions. Documents linked to the behaviour policy, such as student reports and parent letters, support clear communication and accountability. The house system has increased daily rewards, with plans to embed this further in the coming academic year.

TBS adopts a zero-tolerance approach to bullying, combining sanctions with support. Incidents are rare, and the anti-bullying policy outlines a proactive strategy which includes promoting compassion and community-minded behaviour, defining bullying clearly through PSHE and RE and educating students on respectful relationships and addressing specific types of bullying (e.g. racism, homophobia). Staff record and address all incidents in line with

the Equalities Policy and the school partners with parents to reinforce anti-bullying messages at home.

TBS's risk assessment policy is thorough and detailed, covering all UK statutory areas. Site-specific assessments include play areas, PE facilities, science laboratories, kitchens and the pond. All educational visits are risk assessed, with clear identification of hazards and effective mitigation strategies.

The school maintains a general site overview and ensures all staff, especially new local hires, are trained to meet UK standards. Ongoing training and refreshers address cultural gaps and reinforce expectations. Staff deployment is carefully scheduled to ensure age-appropriate supervision, with older students contributing to peer support.

Attendance and punctuality are rigorously monitored, with excellent procedures in place to promote high attendance. Admissions are clearly processed, and registers are accurately maintained.

Policies for health and safety, fire safety, first aid, behaviour, anti-bullying and risk assessment are comprehensive and regularly reviewed. They are fully aligned with host-country legislation. Fire safety procedures are rigorous and include clearly defined evacuation routes, scheduled drills and detailed record-keeping, ensuring that pupils and staff are fully prepared for emergency situations. First aid provision is of a very high standard, with a well-equipped medical facility, trained first aiders on duty throughout the day and clear procedures for responding to injuries, medical needs and ongoing care. As a result, pupils feel exceptionally safe, are well cared for and benefit from an environment in which their welfare, health and safety are actively and reliably promoted.

## 8. Standard 4

### The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the requirements of the BSO Standards.

The school applies rigorous procedures to ensure that all adults working with students are suitable and appropriately qualified. Recruitment follows safer recruitment principles consistent with *Keeping Children Safe in Education (KCSIE)*. Before appointment, all staff undergo thorough pre-employment checks including verification of identity, qualifications, employment history and references, as well as national and international criminal background checks. For overseas candidates this includes an International Child Protection Certificate (ICPC) or equivalent police clearance from all countries of residence. Locally recruited staff provide Nepali police verification before starting work. All information is securely recorded in a single central record that is reviewed and audited regularly.

Induction training ensures that all new staff understand the school's safeguarding policy, health and safety expectations and professional standards. Refresher training is provided annually, and specialist sessions are offered for staff in key roles. The code of conduct outlines the high standards of behaviour and professionalism expected from all adults on site. These expectations are consistently upheld by teachers, support staff and contractors alike.

The school maintains clear and transparent human resources procedures. Records are comprehensive, securely stored and readily available for inspection. Temporary, peripatetic and contracted staff are subject to the same safeguarding and vetting checks as permanent staff and are never left unsupervised with students until all clearances are complete. Internal audits and external oversight confirm full compliance with UK expectations adapted for the Nepali context.

Clear lines of accountability ensure that any concerns about staff conduct are addressed promptly and appropriately. Through these robust systems, the school demonstrates a strong and sustained commitment to ensuring that every adult working within the school community is suitable, well-trained and fully committed to the welfare of students.

## 9. *Standard 5*

### The premises and accommodation

Premise and accommodation of the school meet the standards for BSO.

The British School Kathmandu offers an exemplary learning environment that effectively supports student outcomes, behaviour and well-being. The leadership team has proactively developed the site into a calm oasis amidst the city's chaos, creatively utilising space to ensure it remains both attractive and safe.

The premises have evolved far beyond the original structure, with purpose-built areas tailored to curriculum delivery and student needs. Classrooms are arranged to facilitate highly effective teaching and learning, equipped with age-appropriate furniture and climate control systems. Specialist facilities such as the early years and key stage 1 areas promote learning through play and managed risk-taking, fostering resilience and broadening experiences. Where used effectively, wall displays contribute to a stimulating and motivating environment, enhancing students' enjoyment and intellectual curiosity.

Creative and performing arts are well-supported through purpose-built music classrooms, practice rooms, a recording studio, a drama studio and a performance hall with stage lighting and sound systems. Art, design and technology and media have expanded into larger spaces with specialist equipment including a darkroom, ceramics facilities and a dedicated filming studio. Science is delivered in four well-equipped labs with prep rooms, mobile fume cupboards and emergency safety equipment, maintained to UK standards.

Extensive outdoor areas include basketball courts, a forest school area, dining zones and multipurpose open spaces. Students access these areas during breaks and lunch in designated zones, supporting physical development and social interaction. Additional rural land and partnerships with external facilities, like a permaculture site and army sports ground, further enrich outdoor learning.

The key stage 5 independent study centre, secondary library, seminar rooms and computing suite provide varied spaces for independent learning and collaboration. Small rooms are available for discreet learning support and counselling, while centrally located libraries promote literacy and research.

Despite being a non-purpose-built school, TBS demonstrates outstanding use of space. Leadership continues to assess and invest in facilities annually, ensuring strategic development aligned with student interests and curriculum needs.

The premises are maintained to excellent standards. A dedicated in-house team handles carpentry, plumbing, electrical work and general upkeep, supported by long-term cleaning staff trained in best practices. Health and safety are rigorously managed through scheduled

maintenance, a digital work request system and termly technology checks. Acoustic insulation in music rooms and Rockwool in prefab buildings ensure sound control.

Lighting and ventilation are optimised through natural light access, LED fixtures and multiple switch options. Water safety is ensured via an on-site well, treated water systems, and monthly testing by a dedicated partner. Drinking water stations are clearly labelled and safe. Hot water is available only via controlled geysers and not too hot to be scolding.

Toilets and washrooms meet UK standards, with age-appropriate and accessible facilities cleaned regularly. Medical needs are supported by a fully equipped nurses station with washroom access, privacy beds and secure medicine storage. Therapy spaces include a sensory room, music therapy room and relaxation areas.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standards for BSO.

Communication between the school and families is a significant strength and reflects the school's ethos of community, compassion and transparency. Parents describe communication as open, responsive and personal and confirm that the school listens carefully to feedback and acts upon it. Relationships between staff and parents are built on mutual respect and trust, reinforced by a strong presence of leaders and teachers at the start and end of each day. These daily interactions provide valuable opportunities for informal dialogue, complementing an organised structure of formal communication that ensures families are consistently well informed.

Formal communication systems are comprehensive and are managed effectively. The school's website is detailed and up to date, containing all statutory policies, curriculum information and leadership contacts in line with BSO requirements. Class websites provide regular updates, photographs and celebrations of learning and the weekly newsletter, curated by the secondary journalism club, features messages from the Leadership Team alongside school highlights and forthcoming events. Parents appreciate the balance between informal and structured communication and report that information is timely, relevant and easy to access.

Reporting procedures are strong and well established. "Meet the Teacher" sessions at the start of the year set expectations and allow for early relationship building. In primary there are two formal reporting cycles and in secondary there are three. The first two are followed by the parent teacher consult and the third is the final report. Reports are clear and informative, outlining attainment, progress and next steps while also including indicators on effort, behaviour and wellbeing through an "Approach to Learning" section. This ensures that parents receive a rounded view of their child's development. Teachers have undertaken CPD to ensure consistency in report writing and feedback and parents express high levels of satisfaction with both the clarity and frequency of information provided.

Pastoral communication is exemplary. Staff maintain regular contact with families, handling concerns with care, professionalism and cultural sensitivity. Parents of students with additional learning needs are fully involved in the process of support planning. IEPs are written collaboratively with teachers and parents, reviewed three times a year and shared transparently so that everyone involved understands the targets and progress being made. This inclusive approach ensures that parents remain active partners in their child's learning journey.

The admissions and fees processes are transparent and clearly communicated. The admissions manager ensures fairness and professionalism and when a place is not offered, parents are invited to meet and discuss the decision before written confirmation is provided. Any changes to policies or fees are promptly updated on the school website and shared through official correspondence ensuring compliance with BSO expectations.

Parent surveys are conducted annually and the parent community speaks of families feeling valued, informed and confident in the school's leadership. Parents report that communication is a key strength, that their voices are heard and that feedback leads to visible action. The school's open, responsive approach to communication contributes directly to its strong sense of community and positive reputation.

Overall, the school provides exemplary information and maintains a culture of partnership with the school community.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The complaints policy is comprehensive, transparent and accessible on the school website, clearly outlining each stage of the process with defined timelines and escalation routes. The policy complies fully with BSO requirements and is reviewed regularly to ensure effectiveness. Parents confirm that the process is clear, fair and consistent with the school's ethos of openness and respect.

The vast majority of concerns are resolved informally through direct communication between parents and staff. This reflects the positive relationships and trust that exist within the school community, supported by the accessibility of leaders and the strong culture of partnership. Parents report that staff are approachable, that issues are dealt with swiftly and that they feel listened to and valued. This open approach ensures that most matters are settled before formal escalation is needed.

Formal complaints are rare. When they occur, they are managed professionally and with sensitivity. A detailed complaints log is maintained and monitored by senior leaders, recording the nature of each complaint, actions taken and the outcome. Documentation demonstrates that procedures are followed correctly, timelines are met and resolutions are clearly communicated to parents. The log is periodically reviewed by the principal and included in the principal's report to governors to ensure consistency, transparency and accountability. Governors maintain oversight while remaining independent from operational decision-making, ensuring impartiality.

Staff have a secure understanding of the complaints procedures and how they differ from safeguarding processes. Induction for new employees includes guidance on the policy, and regular updates through staff meetings and safeguarding training reinforce this understanding. As a result, staff are confident in addressing concerns promptly and reporting them when appropriate.

Parents expressed confidence in the process and praised the school's willingness to resolve matters quickly and constructively. They described communication as professional, fair and transparent. This feedback reflects the strong relationships between the school and its community and confirms that the system is not only compliant but effective in practice.

## 12. Standard 8

### Leadership and management of the school

The leadership and management of the school is outstanding. Leaders have the skills and knowledge to fulfil their responsibilities effectively. As a result, the BSO standards are met consistently.

The principal, senior leaders and governors provide inspirational leadership, setting a clear strategic vision rooted in the school's core values. This vision is consistently expressed, modelled, and lived by staff and students. This results in a culture of high expectations, collaboration and wellbeing. Leadership is reflective, evidence-driven and sharply focused on continuous improvement.

Strategic planning is systematic and dynamic. The school development plan (SDP) is a living document referenced daily and reviewed termly by the extended leadership team (ELT), which includes assistant heads for primary and secondary. This review process identifies progress against targets, emerging priorities and measurable outcomes. Faculty development plans and individual staff goals align precisely with SDP priorities, ensuring coherence between whole school aims and classroom practice. The self-evaluation form (SEF) is updated regularly, drawing upon performance data, observation outcomes, stakeholder feedback and evidence of impact to evaluate progress against each BSO standard.

Governance is exemplary. The Board of Governors has five committees which cover the areas of education, finance, property, personnel and community/communications. The principal submits detailed reports annually to governors, providing clear data-driven analysis of school performance and compliance. The board holds the principal to account through a structured annual appraisal process directly linked to SDP targets. A designated safeguarding governor meets with the principal to review confidential safeguarding matters. This ensures appropriate oversight. Governors' engagement mirrors best practice in British independent schools, characterised by informed challenge, constructive support and shared moral purpose.

Leadership of teaching, learning and assessment is strong, coherent and developmental. Teaching quality is checked thoroughly. This includes a cycle of lesson observations, learning walks and book reviews led by senior and middle leaders. Findings are moderated through joint observations. Every teacher receives one formal observation each year and ongoing coaching, which links professional targets to student outcomes. Professional learning communities explore research themes that align with whole-school priorities, such as formative assessment and independent learning. Underperformance is addressed through tailored, developmental support plans. These have led to demonstrable improvements in teaching.

Leaders at all levels model trust, integrity, and professional ambition. Middle leaders are well led and make a strong contribution to the quality of education. They monitor curriculum delivery effectively, support teachers' practice and help to ensure that pupils experience consistent expectations across subjects.

Leaders use a comprehensive range of data, including assessment information, student progress meetings and external benchmarks such as GL Progress Tests and examination outcomes, to track students' achievement and progress. However, this information is not yet used routinely or consistently enough to inform planning or identify gaps in learning for all groups of pupils.

The leadership culture is deeply people centred. Induction and staff welfare systems are outstanding, ensuring that new colleagues are well supported both professionally and personally upon joining Kathmandu's unique context. Staff describe a leadership team that is visible, empathetic, and solution focused. Communication across all levels is open, constructive and characterised by mutual respect.