



STRATEGIC INTENTIONS

JANUARY 2019

The British School

Kathmandu, Nepal | P.O.Box: 566, Jhamsikhel, Patan

TBS Mission & Vision

'Excellence and kindness at the top of the world'

Our mission is to provide an outstanding education in an inclusive and international school where staff, students and parents work together in a safe, caring and respectful community.

Our vision is to help develop young people who strive for excellence and are kind, through an emphasis on:

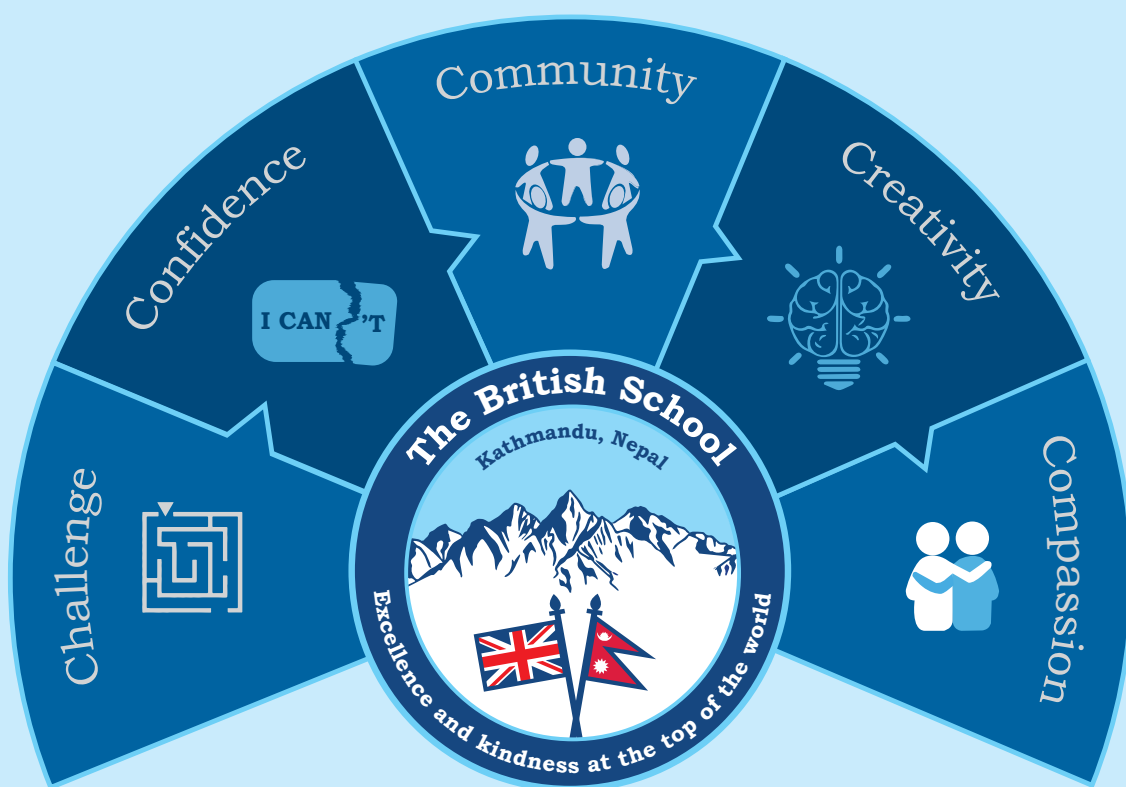
Challenge: students are inspired to take risks and push the boundaries of their perceived capabilities to achieve personal excellence;

Creativity: students are encouraged to develop their imagination to allow for inventiveness and innovation;

Confidence: students are assured communicators, able to appropriately express their ideas, opinions and individuality with integrity;

Compassion: students are empathetic, considerate and kind, creating a warm, welcoming and collaborative environment;

Community: students have a positive impact on the local and global community as a result of a mature awareness of local and global issues and personal responsibility.





A brief history of the school

We were established in Nepal in 1966 by a group of British and Commonwealth parents who wanted a British-style education for their children. The school received official recognition from His Majesty's Government of Nepal on the 7th July 1967 and has subsequently been under the patronage of the British Embassy. In 1997, it was decided to extend the school to include Key Stage 3 students and we moved to our present site, here in Jhamsikhel, Lalitpur. In February 1998, His Royal Highness the Prince of Wales officially opened our new school site. In August

2004, we extended our school again to offer A Levels, with our first graduating cohort of students going to universities in 2006. The British School Kathmandu now educates 585 students from ages 3-18 from over 40 different countries, from both local and expatriate families, who trust us to care for and educate their children.

TBS is a not-for-profit and a non-selective school, overseen by a Board of Governors that is elected from the parent body. The school has a growing reputation for excellence. In February 2013, the Governors commissioned a BSO inspection,



which was repeated in February 2016; the summary was that “TBS Kathmandu is an excellent school: it provides an outstanding quality of education and demonstrates an exceptional flexibility in meeting the learning and personal needs of its students”. 2016 also marked TBS’s 50th anniversary and our success has been recognised with numerous international awards. The school was awarded British International School Initiative of the Year at the 2016 Times Educational Supplement Independent School Awards for its student-led community project in Dhading. The strength of TBS community work was further recognised as the Community Initiative of the Year at the



British International School Awards 2017 and the school was also recognised with further awards for Senior Leadership Team of the Year and British International School of the Year.

The school is a member of the Council of British International Schools (COBIS) and the Federation of British International Schools in Asia (FOBISIA) as well as Quality Kathmandu Schools (QKS).

The school is still growing and is ambitious. These are the foundations upon which our strategic plan has been built as we move towards achieving our mission and vision.



Strategic Intentions 2019-2025

Recruit, develop and retain inspiring teachers, supported by a skilled and committed administrative team.

Deliver a challenging, inclusive and innovative co-curricular programme, with a focus on effective learning, discovery and personal development.

Ensure the continued effective governance of the school, with a clear and robust process of risk and business continuity management.

Draw together and strengthen the wider community by maintaining and developing effective lines of communication.

Provide the facilities and infrastructure to deliver an outstanding holistic education.

Deliver a challenging, inclusive and innovative academic curriculum, with a focus on effective learning so that each student can achieve their highest academic standard.



Recruit, develop and retain inspiring teachers, supported by a skilled and committed administrative team.

A generous time allowance will be allocated for planning, preparation, assessment and reflection with a continued commitment to a low pupil:teacher ratio.

We are committed to excellence in our teaching, using a range of pedagogical methods and learning styles that are appropriate for our students. Our teachers are highly skilled practitioners who are committed to being even better and we are committed to helping them achieve this by:

1. Giving teachers choice about which aspects of practice to develop.
2. Encouraging teachers to adapt formative assessment techniques to suit our local circumstances.
3. Requiring teachers to focus on a small number of changes to their practice each year.
4. Making teachers accountable to their peers and students for trying out these innovations.
5. Providing the support they need.¹

We will continue to build upon their strengths through substantial investment in their professional development and the

¹ Wiliam, Dylan: Leadership for Teacher Learning

establishment of an open and transparent culture of learning walks, mentoring and coaching. We will seek to share our knowledge and expertise, and also invite leading educational experts to share theirs.

Technological advances are clearly having an impact on learning and the way we teach. We must ensure that we are able to take advantage of these advantages by ensuring all of our staff are confident, well informed IT practitioners and that they are given the opportunity to keep abreast of the latest developments and best practice. We must also make it a priority to review the layout and design of all of our learning spaces to accommodate these advances.

A generous time allowance will be allocated for planning, preparation, assessment and reflection with a continued commitment to a low pupil:teacher ratio. In addition, we will support our teachers and students with a continued investment in our learning support and counselling provision.

We are fortunate to have such a committed administrative team and it is imperative that they, the 'heartbeat' of the school are provided with ample opportunities to develop their skills in areas that would be

advantageous to the school, but also to their future careers.

Excellent staff are hard to find and these are what excellent schools contain, more than anything else. In order to sustain this, we must look at providing appropriate challenge and support, with a concerted focus on helping each individual maintain a healthy work/life balance and being able to maintain their own positive mental health and wellbeing.

we will support our
teachers and students
with a continued
investment in our
learning support and
counselling provision.

Coaching is central to building collegiate relationships and empowering each member of staff to develop whilst at TBS. Substantial investment and time

will be allocated to training our staff to have meaningful conversations with each other to ensure challenge and support. The way our staff have learning conversations with each other will be replicated with students and parents.

The recruitment and retention of outstanding classroom practitioners will always remain a priority and we must continue to explore ways in which this can be achieved, including the provision of training for our talented and committed national colleagues.



Deliver a challenging, inclusive and innovative academic curriculum, with a focus on effective learning so that each student can achieve their highest academic standard.



At the core of our educational thinking will be the focus on challenge and creativity, with an emphasis on developing confident communicators, with a kind and compassionate moral compass, who will go on to have a positive impact on their local and global community. Our curriculum will be appropriately challenging and personalised for each and every student, with a focus on differentiated teaching and learning. We will continue to look at ways of broadening our curriculum to meet the needs of our students, but not to the detriment of the quality of our provision. Assessment will be meaningful, but not overburdening to the detriment

of innovative teaching or the learning of our students. Students will be required by our teachers and the curriculum to think really, really hard and challenge themselves through being creative and inventive. The quality of our teachers and curriculum will be matched by high academic expectations and aspirations

for all of our students. At the heart of our philosophy is that we are an inclusive school, where we welcome all students, regardless of race, religion or background, providing their level of English allows them to access our curriculum. Academic selection plays a very small part in our admissions process and we will continue to offer support, where possible, for children with additional needs.

We will continue to develop the use of ECERS (Early Childhood Environmental Rating Scales) to provide an outstanding Early Years education. English and Maths mastery will be developed through 'Maths No Problem' and an adapted form of the

English National Curriculum. The IPC (International Primary Curriculum) will be embedded further and we will be looking towards accreditation. In Secondary, we will continue to develop our Key Stage 3 curriculum to ensure we are providing our students with the knowledge, skills and understanding to access and excel in their IGCSEs and A Level examinations and their academic lives beyond TBS. We will continue to review our curriculum, along with our Learning Principles and Policy, to ensure we are meeting the needs of our students and preparing them effectively for the next step of their learning journey.

All students have the same right to receive an outstanding education and the opportunity to make academic process. There are sometimes impediments to this being a reality and it is the responsibility of our teachers and Additional Learning

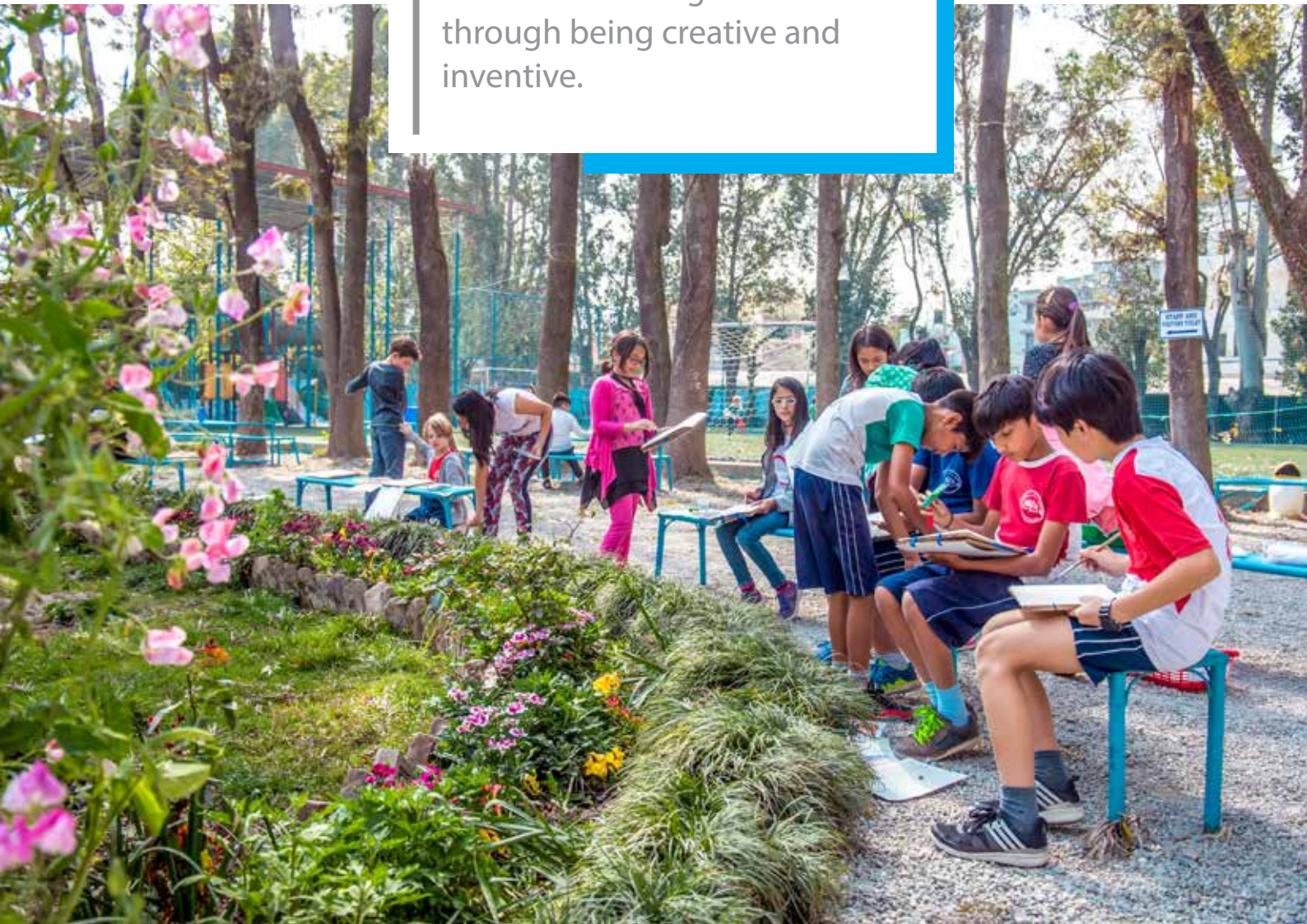
Needs Department to help identify the specific additional needs and do everything we can to support the child on their learning journey.

One of our primary roles is to ensure that we create an appropriately challenging learning journey for each and every child in our school, so that they understand the world around them and their place within it. Their learning journey does not end at TBS and we take our responsibility very seriously in helping every student find the next step in their learning journey after TBS, whether that be joining another school, going into work or into higher education. Careers and Higher Education guidance is provided to all students from Year 8 and due to the growing size of our Secondary School, we will continue to review our provision in this important area and extend our level of expertise.





Students will be required by our teachers and the curriculum to think really, really hard and challenge themselves through being creative and inventive.





Deliver a challenging, inclusive and innovative co curricular programme, with a focus on effective learning, discovery and personal development.

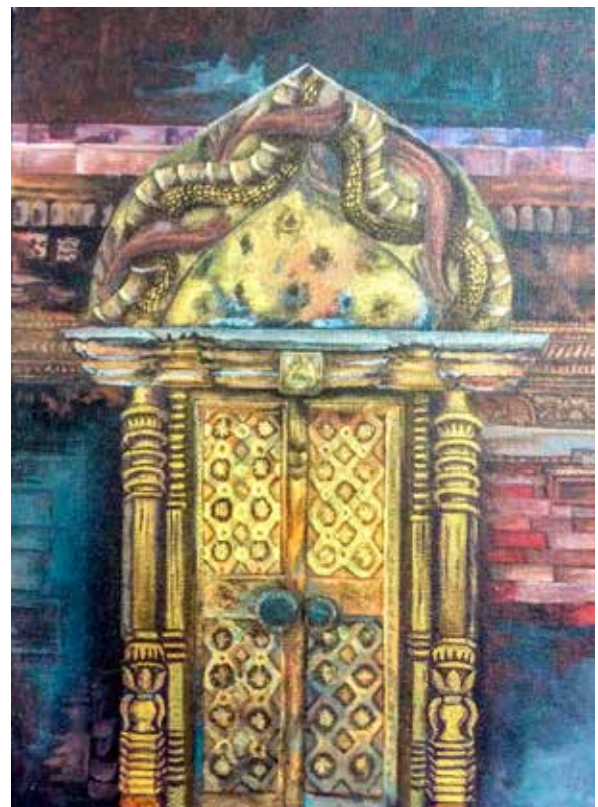
Outstanding schools recognise a responsibility to encourage personal excellence and development, both inside and outside of the classroom. It is our responsibility to provide a broad range of opportunities so that all students can pursue a variety of challenges and experiences, extend their horizons and discover their 'element'² i.e the point where their passions and skills meet. Co-curricular activities are to be further embedded into

Sport and exercise are vital components in achieving and maintaining a healthy lifestyle and creating a positive state of mental health and wellbeing.



the ethos and fabric of the school, with a focus on breadth and quality. A continued investment in training and staffing will ensure that our students are able to explore and extend themselves, yet also recognise their own limitations whilst recognizing the achievements of others.

Our location affords us many opportunities to take advantage of what outdoors learning offers. We must look to build on the the tremendous work of Forest Schools, with our younger learners and build up a strong programme with the Duke of Edinburgh's International Award.



² Robinson, Ken:



It is through opportunities like these that encourages young people to develop the 5 C's and to acquire an appreciation of the natural world. Our Expedition Week will play a vital role in ensuring all students are given ample opportunities to demonstrate and refine their teamwork and resilience, to develop their independence and be able to take responsibility, on a personal, local and global level.

Sport and exercise are vital components in achieving and maintaining a healthy lifestyle and creating a positive state of mental health and wellbeing. Sports offers lessons in self discipline, teamwork, leadership, integrity and humility. Our commitment is to embrace the concurrent pursuit of sporting excellence and inclusivity, explore how we can make marginal gains and look

at how our facilities support these lofty aims.

Creativity is always to be encouraged as it provides so many transferable (soft) skills that are sought after by current employers. Music, Art, DT and Drama allow our students to explore and innovate and to share their 'gifts' with us through a multitude of fora; we will continue to develop our programme of assemblies, concerts, exhibitions and productions in order to maximise these opportunities. We will continue to take advantage of the richness and quality of creativity afforded us by being in Nepal, as well as those opportunities outside. In addition, we will need to look at the spaces we have to ensure our students are given every opportunity to develop their skills.

Academic enrichment is key to building on what is learnt in the classroom. It provides opportunities for students to explore wonderful tangents and collaborate and compete with like minded passionate individuals. We will be looking at how we extend our involvement with a multitude of



academic clubs and competitions currently on offer, whilst looking to extend our Model United Nations provision. Our links with local schools, FOBISIA (Federation of British Schools in Asia) and COBIS (Council of British International Schools) provide us with a plethora of opportunities.

We are well regarded internationally for the work we do with our community partners which was evidenced earlier, in the brief history of the school. It is imperative we look at how we can further use the inherent strengths we possess to not only help our children, but also the children from outside

of our school gates. We need to use our educational expertise to liaise and work with local schools, sharing and learning from each other so that, together, we can make a difference. The training opportunities that we currently provide for local teachers can be expanded and we should be looking at ways in which our students are genuinely the driving force in deciding what needs to be done collectively, helping them to become advocates and campaigners for social justice and helping those less fortunate than ourselves. In addition, we have a unique opportunity to look at providing bursaries and scholarships for families already within and also outside of our community; this, especially for the latter, needs to be carefully thought through to ensure it both ethical and sustainable.

Mental health and wellbeing affects us all and it is our students who are arguably most vulnerable. It is imperative that we equip them with the tools to help them deal with, what mental health specialist Dick Moore, calls 'dancing in the rain, instead of waiting for the storm to pass.'³ Additionally Natasha Devon⁴ advises that we should be looking to equip our young people with the following: critical thinking skills, healthy coping strategies and emotional literacy - this is what we will be continuing to embed in our provision and making more explicit.

³ <https://www.dickmoore.org/>

⁴ <https://www.natashadevon.com/>





Provide the facilities and infrastructure to deliver an outstanding holistic education.

We are fortunate to have such a wonderful site; its location, the facilities and the environment make it a uniquely special and convenient campus for our community. Of course, we need to ensure our present site is 'fit for purpose' and that it is a sustainable location for our community in the years to come. Whilst we decide on the long term future and location of the school, it would be negligible to not look at ways in which we can maximize and utilise the space we have as effectively as possible.

Learning, sports and creative spaces as well as the social spaces for everyone in our community to enjoy require a 'wholesale' review. We will also need to explore how we

can utilise other spaces nearby the school and further afield within Nepal. Internally, we should be specifically looking at our Sixth Form Centre, staff work areas, our two libraries and our wonderful school pond! In addition, we should be looking at our catering provision and also exploring external opportunities such as our own Outdoor Learning Centre.

Health and safety is paramount to ensure we are able to deal with the myriad issues that could affect our community; in this regard, we need to work with local, national and international organisations to ensure our staff are equipped with the skills and knowledge to respond appropriately and effectively.





Draw together and strengthen the wider community by maintaining and developing effective lines of communication.

One of the great achievements of the school is how it has become an integral part of the local community. We serve a wide variety of families and they have ensured we are a richly diverse, vibrant and supportive community. With over 40 different nationalities attending and our overall numbers growing each year it is imperative that we are able to sustain effective lines of communication and allow for lasting connections.

We will continue to work closely with all of our stakeholders to maintain and enhance this sense of community; it is imperative that we continue to build on the foundations of the three way partnership (school, students and parents) that underpins

this and look at ways of embedding and extending this. This document is part of this in sharing our strategic vision as we aim to build outstanding communication with all, including current and potential parents, alumni, current students and the wider community.

We will look at how we can continue to provide opportunities to meet and speak about the progress and development of our students and the school, whether this is through parent consultations, parent information sessions, student and community events. We use a MIS (Management information System) to help with our internal communication, but there is scope to extend this further. In addition, it would be prudent to ensure our current social media presence is both reflective and appropriate, ensuring the 'right' information is communicated.

The work of our TBS Owls is instrumental in ensuring we solidify this three way partnership and it is important we continue to work together, not only through community driven events, but also educationally.





Ensure the continued effective governance of the school, with a clear and robust process of risk and business continuity management.

In order to achieve our aims and continue to provide an outstanding British education, the school's governance is vital. We have such committed governors who provide so much of themselves, including their time and expertise, and the work of these people over the years has resulted in the very special school we have today.

Their work in obtaining the MOU (Memorandum of Understanding) with the Department of Education, Science and Technology, has ensured the medium term stability of our school and has provided the platform for achieving these strategic

intentions. In order to push forward in the next stage of our development, we need to explore ways in which we can ensure the continued stability and effectiveness of this group. Professional development, further co-opting of specialists in their field to help us achieve our aims, and a thorough review of the school's constitution is required. Strategic planning will be required to ensure the long term future of the school and it is imperative that we go through a thorough, transparent review of our options, in order to make informed decisions so that we can fulfill our mission and vision.



We serve a wide variety of families and they have ensured we are a richly diverse, vibrant and supportive community.



The British School

Kathmandu, Nepal | P.O.Box: 566, Jhamsikhel, Patan

Tel: +977-1-5521794 | Fax: +977-1-5522012

Website: www.tbskathmandu.org