



**British School
Overseas**
Inspected by Penta International

Inspection Report

The British School Kathmandu

Nepal

Date **7th- 9th September 2022**
Inspection number **20220907**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (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 pupils; their welfare, health, and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit teaching was observed across the school. This included looking at pupils' work in books, work on display and talking to pupils. School documentation, teachers plan, and policies were analysed, and data reviewed. Discussions were held with the staff, the school's board of governors, parents, and groups of pupils. The lead inspector was Nicola Walsh. The team members were Simon Sharron and Andrew Williams.

2. Compliance with regulatory requirements

The British School Kathmandu fully meets the standards for British Schools Overseas.

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3. Overall effectiveness of the school

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.

3.1 What the school does well

There are many strengths across the school, including the following:

- 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

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3.2 Points for improvement

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

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4. The context of the school

Full name of school	The British School Kathmandu		
Address	Jhamsikhel, Lalitpur, Nepal		
Main telephone #	+977 1 5421794		
Website	www.tbskathmandu.org		
Email	info@tbs.edu.np		
Principal	Caroline Drumm		
Chair of board of governors/ Proprietor	Peter Graif		
Age range	3-18 years		
Number of pupils	Total = 535	Boys = 272	Girls = 263
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 42	(6-11 years) 251
	(12-16 years) 203	(17-18 years) 39	(18+ years) 0
Total number of part-time pupils	0		

The British School Kathmandu was originally established in 1966 by a group of British and commonwealth parents who wanted a British style primary education for their children. The school received royal recognition by the Nepalese royal family in 1967 and came under the patronage of the British embassy, with whom the school still retains close ties. In 1998 the school relocated to its current site, in Jhamsikhel, Lalitpur, making creative use of a vacated stately home.

The school operates as a not for profit, inclusive school and this is reflected in its vision and mission statements. The school is overseen by a board of governors who are elected from the parent body of the school. The school's principal has been at the school for one year.

In 1993 the school extended its provision to offer key stage 3 and later key stage 4. In 2004 the school offered a course of study for Advanced level and opened a sixth form. The school now educates over 500 pupils, from age 3 to 18, of which around 40% are of Nepali nationality.

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The next largest single group are British, alongside Indian, Australian, and American nationalities. There are over 40 different nationalities represented in the school's population. The school has many contextual challenges beyond its control that impact upon the day-to-day business of the school. Such as the extremes of weather and natural hazards. In the locality poor quality infrastructure such as provision of clean water supplies, drainage, sanitation, electricity, transport networks and high levels of pollution further contribute to elements of risk.

Local restrictions on visas impact on the school's recruitment of staff and retention procedures. Expatriate staff are not permitted to work at the school for longer than seven years. There is high pupil mobility amongst children of expatriate families.

4.1 British nature of the school

The school demonstrates its Britishness in many ways:

- The school delivers the English national curriculum (ENC)
- The school delivers the Early Years Foundation Stage (EYFS) curriculum in FS1 and FS2 classes
- A phonics programme, based on the UK DfE Letters and Sounds, is taught to pupils in EYFS and key stage 1
- Standardised assessments, including GCSEs and A levels, are sourced from the UK and results benchmarked against standards in schools in England
- The school promotes British values through the school's vision, curriculum and extracurricular activities, outdoor environment and displays
- The school's board of governors is like that of a UK school
- There are established links with the British embassy and the Gurkhas
- The senior leadership at the school replicates a British school structure
- Policies mirror those required by UK government schools
- The school is very well resourced in materials that are in use in British schools

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- Libraries are very well stocked with British literature, reflecting the modern multicultural character of the U.K.
- The school's house system and student leadership
- The opportunities for pupils to take on roles of responsibility and to act democratically
- The fully inclusive admissions policy and procedures of the school
- The school takes every opportunity to celebrate aspects of British culture, such as the recent Queen's platinum jubilee celebrations
- All teaching staff are either British or hold UK recognised qualifications
- The Union Jack flag is prominent at the entrance to the school and on the school's logo
- The large majority of year 13 pupils leave the school to attend UK universities

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5. Standard 1 The quality of education provided by the school

The quality of education provided by the British School Kathmandu meets the requirements of the BSO standards and is outstanding.

5.1 Curriculum

The school meets the standard and is excellent.

The school has a clear curriculum policy, within which the curriculum is mapped across the key stages demonstrating progress in knowledge and skills the pupils will make in a comprehensive range of subjects. The curriculum is very broad, balanced, and innovative, meeting the diverse needs of all pupils who, as a result, make good progress and achieve well. The schemes of work are adapted to meet the needs of EAL pupils. The curriculum is modified at an individual level for the few pupils who have complex special educational needs. Throughout school, curriculum content is carefully selected to support the spiritual, moral, social, and cultural development of the pupils. A rich programme of community outreach and extracurricular activities constantly augment classroom learning. The school is compliant with lesson time allocated to the core and foundation subjects and in some subjects exceeds this. The curriculum provides exceptionally well for pupils to enter or re-enter the UK educational system at the appropriate level.

The UK EYFS curriculum is in place for pupils aged 3-5. The dedicated foundation years environment provides all the facilities needed to deliver successfully all seven areas of learning. There is strong provision in embedding communication and language skills so that all pupils make rapid progress in the acquisition of English. The phonics programme in foundation and key stage 1 classes is very effective. In key stage 1 pupils are taught phonics daily in ability groups which enable pupils to receive the appropriate level of challenge. There is a strong focus on reading in the curriculum. Pupils have opportunities to listen to good quality texts of both fiction and non-fiction. Regular weekly library visits enhance the curriculum and pupils can choose from a wide range of books to take home and share.

In the primary section the school follows the English national curriculum objectives for English and maths, while the foundation subjects are delivered through the International Primary Curriculum promoting a skill-based and interdisciplinary approach to learning. The primary curriculum benefits from a World Languages Programme and the delivery of PE, music and performing and creative arts by subject specialists. School trips labelled excitingly as ‘expeditions’ and in particular the Forest School for EYFS and key stage 1 pupils, as well as a range of extracurricular activities

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such as karate, ballet, and eco-school, augment the classroom curriculum with opportunities for spiritual, moral, social, and cultural development.

The curriculum in key stages 3 and 4 is determined by the English national curriculum in key stage 3, and a total of 18 subjects available for iGCSE. This ensures commendable breadth in the option choices for key stage 4 pupils and includes subjects such as drama, PE, design and technology and media studies. However, a recent reduction in the number of IGCSEs a pupil can choose from 11 to 9, was implemented. This followed an identified need for in-depth learning, rather than quantity. A particular strength of the secondary curriculum is the introduction of alternative vocational pathways such as ASDAN in key stage 3. The school is looking to further enhance this in the future with an offer of BTEC courses in key stage 5.

Provision for sixth form pupils is very broad. There are 21 subjects on offer with pupils able to opt for 4 AS levels and 3 A levels. The careers education and advice fully meet the needs of the pupils when making choices about options and further study. Universities visit the school and meet with pupils to discuss their options for further study beyond school. All year 10 pupils are enrolled for the Duke of Edinburgh Bronze Award which encourages participation in the school's rich programme of community and charitable engagement with local Nepalese schools and organisations.

The specialist provision for physical education, creative and performing arts is excellent. PE, drama, dance and music are delivered by specialist teachers to all pupils in the foundation stage, primary and key stage 3. In music lessons all pupils in year 3 and above learn to play a musical instrument such as the keyboard or recorder. Pupils can then choose to take up an offer of 1:1 specialist instrumental tuition which is offered without any further cost to the pupil. 37.3% of pupils take up this offer, with keyboard tuition the most popular. Physical education follows a UK scheme of work for primary and secondary pupils. All pupils enjoy 2 PE lessons weekly. Swimming is taught to pupils using an off-site swimming pool.

The specialist provision for modern foreign languages (MFL) in the secondary section enables pupils to choose from Chinese, Spanish and French. This offer is extremely broad in relation to the number of pupils on roll at the school. As a result, teaching may be delivered as personalised tuition because the numbers of pupils who have made the option choice are so low. A 1:1 Spanish lesson was observed of a Y12 pupil where almost all the lesson was delivered in Spanish.

The MFL curriculum in the primary section offers world languages to pupils from year 3. This introduces pupils to the learning of more than one language using a creative and age-appropriate approach. This effectively provides a foundation for the study of languages in upper key stage 2 and the secondary section.

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A vibrant extra-curricular session is offered at the end of each school day. Pupils can choose from a wide range of extracurricular activities that are organised by school staff and external providers.

A personal, social, health and emotional (PSHE) education curriculum runs throughout the school and supports pupils to understand issues such as staying healthy and keeping safe. This is delivered through timetabled sessions in the primary section, and assemblies, story, and circle time. In the secondary section PSHE is delivered within tutor time and assemblies. Personal and emotional issues are also supported through the school's counsellor and by secondary mentors who work with pupils regularly to deliver a bespoke PSHE programme matched to the needs of the pupils. The PSHE curriculum has recently been reviewed. Secondary pupils reported that it is now better suited to helping them to understand and adjust to the world around them. For A level pupils this was identified as especially important as they prepared to leave school and, in most cases Nepal, to pursue a course in higher education.

The school has an active performing arts section and pupils regularly take part in whole school preparations for the staging of productions. Recently this has included works by Shakespeare and most recently 'Charlie and the Chocolate Factory' by Roald Dahl. This enables pupils to develop skills in presenting and performing.

The use of technology is embedded across the school. Every pupil has access to a device. In maths lessons iPads were used very effectively to provide tasks of a different level of challenge in both primary and secondary. In a year 11 media lesson pupils contributed ideas that were shared simultaneously on the interactive whiteboard display so that the class teacher was able to give immediate feedback. Most lessons in the secondary section involve the use of the whiteboard. Visualisers allowed the sharing and annotation on class notes, and in a year 11 art lesson pupils were creating a digital image of work they had created using different mediums. The use of technology in lessons equips pupils with the skills necessary to access a 21st century curriculum and stimulates interest.

Throughout the secondary section, curriculum content such as the reading of the 'Purple Hibiscus' or the key stage 3 topic on slavery, is carefully selected to support the school's commitment to promoting British values of equality and tolerance. Leadership roles and the opportunities for democratic processes are evident across the school, in lessons and in extracurricular activities.

The provision of a curriculum matched to the needs of pupils who require extra support is provided by the additional learning needs team. Pupils who have significant and diagnosed needs are defined as pupils at school action. The school has 6% of pupils registered as school action and requiring specialist out of class support. The school ensures that provision for these pupils enables access to the curriculum

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at a level very closely matched to their need. Almost 20% of pupils are registered as requiring support by the additional learning needs team and many pupils receive this in class.

There is a clear procedure for identifying pupils who struggle with English language and where this impacts upon their access to the curriculum. They are identified early, and a register is maintained of all pupils with English as an additional language. Where the lack of English impacts upon progress then provision within the curriculum is provided to enable access. This is either in small groups or with 1:1 support in the classroom.

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5.2 Teaching and assessment

Teaching across the school is consistently good and exemplary in subjects such as maths in the secondary section and in creative and performing arts. Teachers' strong subject knowledge and understanding of how pupils learn enable pupils to enjoy learning and make progress. Teachers plan tasks that engage pupils and give relevant and useful feedback through book marking or verbally in class. There is a strong focus on the use of self-assessment against the learning objectives in the secondary section and the use of immediate feedback to pupils. Questioning is good across the school and in the best lessons targeted at individual pupils to stretch and challenge. Teachers' plans indicate a strong knowledge of pupils' abilities and excellent understanding of the demands of public examinations. This was very evident in key stages 4 and 5. Here tasks were very closely matched, and teachers' questioning stimulated deep thinking and progress was evident.

In the Early Years Foundation Stage teachers plan and teach lessons that meet the needs of their pupils. Lessons are innovative and engaging. For example, in FS2 the teacher used cutlery to introduce the concept of patterns in maths. Pupils were highly engaged to continue the pattern of spoons and forks. Teachers plan a wide range of activities each day that ensure the learning environment meets each pupil's needs. In FS1 the small number on roll of 5 pupils benefited from a wide range of provision in both the outdoor and indoor areas. To develop their curiosity, imagination and across the 7 areas of learning, teachers and teaching assistants were encouraging and supportive. A FS1 pupil was given the responsibility to fill the water tray using the hose pipe, another pupil talked to the teacher expressively in English when engaged in messy play with the shaving foam. As a result, pupils thrive and make exceptionally good progress.

In key stage 1 teachers plan and teach tasks well matched to each pupil's needs. Teaching assistants effectively support the teaching of reading and are involved in delivering phonics sessions, so that the teaching assistants, in addition to the teachers, are very aware of pupils' attainment and the progress they are making in reading and phonics. Teachers plan imaginative tasks such as the use of the story 'The world came to my house today' to encourage pupils to think about where food comes from and places around the world. The use of a large floor map combined with thoughtful questioning from both the teacher and the pupils, highly engaged all pupils to talk about places around the world and link this to the story.

Regular reading individually with the teacher or teaching assistant and the close supportive relationship the school maintains with parents through a reading diary, ensures parental involvement. As a result, there was evidence of strong progress and high attainment in reading.

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In key stage 2, good teaching is characterised by teachers who are very responsive to pupils' needs using a rich variety of formative assessment techniques and purposeful feedback. This ensured pupils made progress, including those who needed support or more challenges. The classroom assistant, present in all classrooms, was effectively deployed. Praiseworthy lessons had pace and relevant activities that pupils enjoyed, such as in Year 3 English lesson where a fast-moving plenary consolidated pupils' knowledge of subordinate conjunctions. Pupils moved around the classroom writing as many conjunctions as they could on group table whiteboards. Their writing was initially peer assessed, then by the teacher and classroom assistant. English and maths are assessed according to the requirements of the English national curriculum at regular assessment points throughout the school year. Pupils' assessment data is reviewed and used to target specific gaps in learning. Pupils' progress in the foundation subjects is tracked through a process of continuous assessment and end-of-module milestone tests. The class teacher regularly documents pupils' achievements on an online app which is accessible to parents. Pupils' reflective self-evaluation of their own learning is promoted through a process of online journaling which is monitored by teachers and parents.

In key stages 3 and 4, the standard of good teaching was variable. Maths teaching observed during the inspection was of a very high standard across the secondary section. In these lessons learning was differentiated, pupils were working independently with focus, intensity, and enthusiasm. Pupils were observed patiently helping each other. The teacher was circulating and supporting pupils where needed. Feedback was immediate. Often problems were resolved together with the pupil and teacher working through examples on a whiteboard or the tabletop. In all examples the teacher's feedback was constructive. The quantity of work in pupils' exercise books was appropriate and in books sampled, self-assessed. In year 9, PE pupils were learning the skills of hockey. The teacher's strong knowledge of the subject and relevant demonstrations enabled pupils to make progress against the learning objectives. This was the first lesson in a series of lessons on hockey. Pupils interacted positively throughout, and all participants were enjoying the task. The plenary session very effectively reinforced the learning in the lesson and enabled pupils to contribute their thoughts and consider the next steps.

In a small number of lessons across the school, where teaching was less strong, pupil engagement was variable and questioning tended to be confined to those volunteering answers. There was very little extension of questioning, and the plenary sessions were too quick to be of any use in pupils understanding whether they had met the learning objective for the teacher to review the effectiveness of the teaching.

Due to the range of subjects on offer in the sixth form the advanced level classes benefit from low pupil numbers and relationships with the teachers are strong. Teachers know their pupils very well. Exemplary teaching was observed in the teaching of art, English literature, and physics. In these lessons teachers employed

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methods that very effectively structured and tailored the learning to meet the needs of each pupil. In the English lesson observed targets for individual pupils were clearly identified in the planning. As a result, subtle variations in strategies were noticeable in the class. The physics lessons took a different approach and was led entirely by the teacher. However, the teacher's enthusiasm, breadth of knowledge and relevance to the subject which incorporated references to the history of science, inspired the pupils and stimulated interest.

The teaching provided for pupils with additional learning needs is well targeted and matched to the needs of each individual pupil. Assessment of these pupils indicates that the biggest area of need for pupils with a special educational need is speech, language, and communication.

For pupils who struggle with English, the school has designed a clear approach to identifying the area of weakness and has produced an assessment tool for listening, understanding, speaking skills, reading, and writing. These are defined as; level 1 new to English, level 2 early acquisition, level 3 developing competence, level 4 competent and level 5 fluent. The system enables teachers to share the level of a pupil's attainment of English language, using clear descriptors and support as required. There are clear strategies listed for teachers to follow. At the time of the inspection there were almost 9% of pupils receiving support for English.

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5.3 Standards

Standards across the school are high. Pupils behave well across the school. They are respectful of one another and of all the staff. They enjoy and value school and this is evident in their behaviours. English is spoken well by almost all pupils. Those that are new to the school receive support and catch up quickly in most cases. Pupils do not wear school uniforms. The standard of dress worn by pupils was appropriate for school. Further, it was observed during the inspection visit that on the day HRH the late Queen Elizabeth II's death was announced, many pupils chose to wear black items of clothing to school. This demonstrated pupils visibly showing respect for the late Queen and an acknowledgement of the significance of the event.

Standards in attendance, notably in KS5, have fallen since the pandemic and the school is working to address this. Punctuality to lessons is good and pupils have excellent learning behaviours, they arrive at lessons ready to learn and listen attentively.

It was observed that most pupils enter school into EYFS at the expected level for their age. The pupils observed in FS1 demonstrated good levels of understanding and acted appropriately with one another and the use of the resources. They listened well to a story, and in one case a teaching assistant supported a pupil. It is worth noting that these 5 pupils have only been in school for 4 weeks. In FS2 behaviours were good and pupils knew what was expected of them. However, most of these pupils were new to FS2 and had quickly picked up the established routines of the class and expectations of the teacher and teaching assistants.

As many pupils join the school into FS2 or year 1 the FS data over three years, combined with a lengthy time online cannot be used to evaluate the standards over three years. Each cohort is very different, and the leaders understand the unreliability of the data due to the high numbers of pupils who join at the start of FS2. Teachers know each pupil well and tasks are matched to pupils' needs so that pupils make strong progress, especially in the cohorts where numbers on roll are low. Teachers and teaching assistants talked about pupils whose first language was not English making rapid progress in learning English.

In key stage 1, pupils make good progress in phonics and reading due to the close attention teachers' pay to the levels of attainment through regular assessment and observations. Pupils attain age related expectations in reading and maths by the end of key stage 1, although standards in writing are less developed. Many pupils join the school at the start of year 1 as pupils are not expected to be in school in Nepal until the year in which they are 6 years old. Therefore for these pupils, progress is rapid as they enter school, each with very different preschool experience.

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Standards in key stage 2 are at or above the levels expected in English schools. Pupils attain well in reading and maths by the end of key stage 2. In pupils' notebooks work is well presented and most pupils were observed working at age related expectations or above. Where pupils' attainment was low then there was appropriate support in place and progress was evident from lower starting points. Most pupils who have remained at the school for three years or more have made expected or better progress in reading, writing and maths. The school is focusing on attainment in writing and maths. As a result of this, over the past three years the percentage of pupils attaining expected standards or above has increased in all primary year groups for these subjects. However, the school rightly questions the reliability of the school's internal data whilst pupils were working remotely.

Academic standards in the secondary section are high and progress is visible as pupils move up through the school. Progress is most evident where pupils are following external examination courses. The value added is consistently high across all subjects. In 2022 pupils awarded A or A* at iGCSE was 87% science, 55% English and 61% maths. At A level, 27% of pupils were awarded A or A* across all subjects. At AS level 44% of pupils were awarded A or A* grades. The figures represent excellent progress with 1.36 Value Added at GCSE and 0.8 across A Level and AS Level

Almost 40% of pupils on roll at the school follow a course in instrumental tuition with an instrument of their choice. Of these pupils most will attain a grade from the London College of music, at grades 1, 2 or 3. A few will exceed this and pursue the course of study further. Pupils attain well in sporting achievements and the school hosts a large trophy cabinet which the school's sports teams have been awarded in local and regional competitions.

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

The spiritual, moral, and cultural development of pupils provided meets the standard required for BSO. It is excellent across the school.

The school has succeeded in creating an uplifting sense of a self-supporting community. One year 6 pupil stated, 'Everyone cares for everyone else' and another explained; 'It's a big community and it encourages you not to give up.' Relationships throughout the school are excellent; they provide a warm climate of care and trust in which motivation and learning thrive.

The school marks the local religious festivals including Teej, Dashain, Tihar, Christmas Day and Gai Jatra. This ensures that its multicultural community of pupils understands the different faiths that are relevant to daily life in Nepal. Hinduism, Buddhism, Christianity, and Islam are most relevant to the pupil population at TBS. Music and performing arts are a strength of the school and in key stages 4 and 5 the spiritual dimensions of world religious music are explored through the masses of Bach and Handel, as well as through an understanding of the fascinating spiritual philosophy of Chinese music.

Pupils' behaviour across the school, both inside and outside the classroom, is exemplary. The PSHE curriculum in secondary and primary provides strong moral education to complement the school's code of conduct and positive behaviour policy. This insists on a range of positive community qualities and expectations embedded by adherence to the school's guiding '5Cs'. Younger pupils in the foundation and primary years are encouraged to model their learning behaviours on a child friendly framework of the 5Cs. They talk about 'learning animals' such as the 'respectful bee', the 'enquiring owl' or the 'resilient street dog'.

The curriculum constantly promotes aspects of life in modern Britain, and this includes attitudes towards tolerance, democracy, respect, and freedom of expression. The school recently held a tea party to celebrate the platinum jubilee of the late HRH Queen Elizabeth II. On the announcement of the death of HRH Queen Elizabeth, which occurred during the inspection, the school's flag flew at half mast, staff and pupils wore black dress. An assembly to acknowledge the event was observed solemnly and respectfully by all the secondary pupils and staff.

There are many opportunities for pupils to take on positions of leadership in the school, including student leaders and prefects. There are elections for house captains to lead one of four houses named around mountains in Nepal. They lead on several school events and community partnership initiatives. An active student leadership team and positions for class monitor and eco monitor are shared weekly in primary classes.

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In terms of equality, the curriculum content ensures that the world is interpreted through a good balance of male and female perspectives. Inspirational female role models such as the Mira Rai foundation have been invited into the school. A comparison of Shakespeare's 'Romeo and Juliet' and the epic Nepalese poem 'Muna Madan' focuses on the issue of arranged marriage. The Year 13 study of the 'Handmaid's Tale' addresses the impact of religious puritanism on women. The extra-curricular 'Zonta Club,' led by KS5 pupils with staff run menstrual health workshops for local community schools and have held assemblies highlighting the practice of Chhaupadi where girls can be isolated during menstruation. The school succeeds in developing confident free-minded young women and men who celebrate their differences and commonality.

Pupils are also given many opportunities throughout the curriculum to explore their own identity and personal growth. An excellent Year 5 PSHE lesson asked pupils to understand the difference between gender by birth and emerging gender identity as an individual develops. It is noteworthy that the school is planning to install additional secondary gender-neutral toilets and changing room. In preparing for the future, pupils are offered good careers guidance and support for university applications by a specialist member of staff. Transition programmes give primary pupils many opportunities to learn about secondary school before they transfer.

An outstanding feature of TBS is its extensive community outreach programme whereby the school has created 25 partnerships with Nepalese schools and organisations. Children from local schools are invited to TBS for lessons, joint sports days, and musical performances. KS5 pupils, as part of expeditions programme the bronze Duke of Edinburgh award, go out into local schools to teach English and have helped build a local school in the rural Terai region. During the height of the Covid pandemic, the school, with the active participation of pupils, raised nearly the equivalent of £14000 to support their community partners. The community partnership initiatives are a major effort in support of the moral, social, and cultural development of pupils at TBS. One of the school's priorities is to reinvigorate the community partnership programme in this post Covid period.

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7. Standard 3

The welfare, health, and safety of the pupils

The welfare, health, and safety of the pupils meets the requirements of the BSO standards and are excellent.

The welfare, health and safety of pupils is a high priority for the school. The interpretation of welfare is wide, stretching beyond the pupils on roll to all stakeholders, and offering support to other local schools. Compassion is one of the school's 5Cs as detailed in the school's vision. An attitude of kindness pervades the school atmosphere. Although competition was observed in many lessons it was always enjoyed. When talking about the low levels of bullying in the school a year 13 student noted that bullying was perceived as 'not cool'. Pupils and parents reported that on the rare occasions where bullying took place it was dealt with swiftly and resolved. Other secondary pupils also identified the strength of community, the feeling of safety and the feelings of trust and support as being the most memorable aspects of the school.

In the primary section student welfare is the responsibility of class teachers; in the secondary section the role is taken by the mentor. In both cases these staff members are responsible for the delivery of PSHE lessons.

For pupils and staff feeling unwell or for accidents that take place during the school day, two clinics operate on site. The main clinic is open to both primary and secondary pupils staffed by a full-time, qualified nurse. A second clinic operates three days per week and is staffed by a part-time nurse. When open, this clinic caters to primary pupils only. Both clinics are operated in a professional manner, adhering to UK standards. Medicines are not dispensed without written parental consent, which may be via email or text message. Therefore, only a small stock of medicines is stored on site securely in a locked cabinet. Logs are maintained for pupil visits and medicines dispensed. The clinics hold central records of pupils with allergies or on-going conditions. This information is also circulated confidentially to teachers. The clinics are clean and well-maintained. PE and other staff are trained in first aid and any off-site trip is accompanied by a school nurse or member of staff with who is trained in first aid.

The school's nurses assist the school in delivering vaccinations roll outs and keeping parents informed of health events in the locality. They also assist in the delivery of relationships and sex education to all pupils. In the primary section this is offered at an age-appropriate level to all pupils from year 1 to year 6. Pupils in year 5 are taught about changes to their bodies and sexual reproduction in single sex groups. This is in line with the Key stage 2 English national curriculum. Parents can remove their child if this is their personal choice. However, the school's leaders commented that this rarely happens. The school's nurse is also very active in the local school community to share best practice with her local Nepalese nursing colleagues on all aspects of healthcare in schools.

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The school benefits from a safeguarding team of 4 staff members, all qualified to level 3. They are joined by a local Nepalese staff member who shares her local knowledge of the safeguarding process. She also gains a better understanding of the school's safeguarding ethos which she shares with local schools.

The safeguarding team have made every effort to make child safeguarding the school's top priority. Safeguarding training is mandatory for any staff member coming on to school premises; ancillary staff, outside contractors, extra-curricular coaches, trip leaders all need to undertake the school's own safeguarding training prior to working with the school. All staff wear a lanyard with photo identification. Visitors to the school have different colour lanyards so that visitors and staff can easily be identified. Parents who come onto site at the start and end of the school day wear lanyards and this was observed during the visit.

Within the teaching community the safeguarding systems enable primary and secondary teachers to communicate promptly any concerns they may have about pupils. The attitude in the school is that 'no concern is too small' to be reported. The safeguarding team meet weekly to review reports and to determine the appropriate course of action. A safeguarding log is maintained. The safeguarding team shared their view that they would make every effort to ensure that safeguarding issues were resolved within the school community, where appropriate. They do so by working closely with pupils, parents, school counsellor and outside practitioners.

Both the safeguarding team, class teachers and mentors have the facility to refer pupils to the school counsellor. Most recently there has been a changeover in counsellor who, at the time of the inspection had only been in post 4 weeks. However, she is keen to be supportive. To date she has been visited by over 30 pupils, mainly secondary pupils. Primary pupils are referred by their class teacher; secondary pupils are more likely to refer themselves. Self-referrals tend to be drawn from points of transition in Year 7 and Year 13. This is despite the extensive work that the school puts into making these transitions easier for pupils. The school counsellor talked about the atmosphere of trust and openness prevalent in the school that she has noticed since arriving. The role of student counsellor is especially significant in the local context as there are very few qualified child and adolescent psychologists in Nepal. The school seeks external support where they feel it is beneficial. The school also benefits from the support of a speech therapist who is based on site and supports where there is a need.

The school also extends its sense of responsibility for welfare into its own parent community. The school counsellor is keen to resume the parent well-being workshops begun under her predecessor. Similarly, she will participate in taking welfare and well-being into the local Nepalese school community, an initiative begun by her predecessor and important to the school.

The school promotes the safety of its pupils through regular fire drills and evacuation procedures. Pupils are reminded of the actions to follow regarding evacuation drills, earthquakes or lockdowns and know what to do. Prompts are displayed clearly in each

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classroom and around the school. Regular drills take place each term and a log of the time it takes for the school to be evacuated is maintained. Attendance registers are completed at the start of every lesson in secondary and at the start of the day in primary. Security guards monitor pupils who arrive late. The school makes calls to parents on the first day a pupil is absent.

Many pupils cycle or walk to school. This promotes a healthy lifestyle, although the roads around the school are busy. Pupils, and staff, who cycle are expected by the school to wear helmets and be road safety aware.

The school provides nutritious hot lunches cooked from fresh ingredients on site. Pupils may also bring in food from home. Primary lunch times give pupils time to eat their lunch before they are allowed to play. Pupils liked this and it gave time for pupils to talk and socialise over lunch. In lessons pupils learn about healthy eating and the school promotes a very active lifestyle through the mandatory 2 PE lessons each week, dance lessons and a wide range of sporting activities, clubs, and teams. The school's site hosts a wide range of outdoor and adventurous equipment within the school's grounds, such as a climbing wall, slide and playground equipment. Posters reminding the youngest pupils of how to use the slide safely are on display in key stage 1 and early years classrooms.

Supervision of pupils is appropriate at break times and lunch times and as pupils move around school. Pupils in the primary section are allocated separate times as to when they can access different areas of the school's playground at break times. Security guards monitor entrance points to the school's site throughout the school day. There are two gates which are closely monitored at the start and end of the school day. Buses that are contracted for parents are monitored by the school to ensure they are safe.

Although entry and exit times are staggered, the road outside the school can become congested by school traffic. Therefore, it is especially important that the school maintain good relations with its neighbours and the local authority. The latter has been especially beneficial in conversations relating to the one-way traffic system that now operates on the access road at busy times of the school day.

Risk assessments are in place for every aspect of risk that the school has identified. This includes risks that are beyond the control of the school, such as a fall in the air quality which occurs in Kathmandu. Off site visits are carefully risk assessed and external advice sought where it is needed.

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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's board of governors, senior management team and human resources department and all staff are very aware of the importance of keeping children safe and the duties they have around this. A designated safeguarding governor supports the school to ensure checks are made on all staff who are employed by the school or who have worked at the school in the last three years. This includes checks on the board of governors, support staff, staff on contract to the school, volunteers, and visitors to the school.

Identity, medical, qualifications and police or DBS checks and references were in place for all staff appointed to the school. This includes teachers, administration staff and teaching assistants. These are held in individual files and on a single central record held centrally and by the HR manager in the school. Information regarding staff who have left the school in the past 3 years, the board of governors and contractors are also detailed on this record. All information is stored securely and confidentially.

For overseas staff Nepalese visa details are stored centrally on the single central record. Checks are made by the head of HR against the references, of which one must be from the most recent place of work. Gaps in service are checked and copies of passports, original copies of qualifications are checked and either a DBS certificate or police certificate is also sought as evidence of the person's suitability to work with children.

Staff who are recruited locally must undergo the same processes as expatriate staff regarding identification, police checks, medical, qualifications and references. All staff must supply a reference letter from the previous place of work. In most cases these are followed up by telephone by the school's head of human resources. Volunteers or visitors are rarely used in the school on a regular basis and when they visit, they are never left unsupervised with pupils. Advertisements to recruit staff to the school promote safer recruitment practices. This is then followed up with a question to all referees about the person's suitability to work with children. Induction processes are clear and structured. Expatriate staff who were recently new to the school talked very positively about the support they had from the school on arrival into the country.

The school keeps updated on safeguarding and best practice in the UK by maintaining regular contact with similar schools within the Federation of British International Schools in Asia (FOBISIA) and Council of British International Schools (COBIS).

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9. *Standard 5* The premises and accommodation

The premises and accommodation at The British School in Kathmandu meet the standard required for BSO and are good.

The school's premises are a mixture of historic and new buildings which have been added as the school has grown over time and evolved into an all through school. The school's site is bounded by a high perimeter wall with two gates that provide access. The school is situated in the centre of Kathmandu where expansion is difficult due to the proximity of adjacent buildings and roads. The site is secure, and the gates are monitored by a vigilant team of security staff.

The school's accommodation constitutes separate buildings for primary and secondary classes. The primary classrooms are based in the old villa and some additional newer buildings. The secondary classrooms and specialist teaching areas are in the more recently constructed buildings adjacent to the villa. All classrooms are suitable for purpose, they are well-equipped, light, and well ventilated. A/C and heating is supplied by electric wall mounted appliances. In the primary section the classrooms contain displays of pupils working at a high standard of presentation and creativity. In the secondary section classrooms, there is significantly less pupil work on display. However, information texts are on display in some areas.

The specialist facilities meet the needs of the school's broad curriculum offer and, in some areas, such as PE, exceed this. The school provides well equipped science laboratories, IT facilities and a large school library with separate sections for primary and secondary. Sports facilities are well maintained and there is a wide range of facilities to meet the needs of the PE curriculum. In addition to many Astro turf courts, table tennis tables, a climbing wall and a selection of playground equipment are available for pupils to use in lessons, at break times and after school clubs. The school also has a large school hall which can be used for either the primary or secondary pupils to assemble. Small, designated rooms are situated at convenient locations around the school for the work of the school counsellor, the additional needs team and the speech and language therapist. The administration block is separate to the main teaching buildings and located at the entrance to the school.

Seating areas where pupils can sit and eat lunch are made available throughout the site. Shaded areas also provide cover for outdoor classrooms during wet weather. These are used well and creatively to extend the working spaces beyond the indoor classrooms.

The school has continued to invest in developing the school premises, which are on lease to the school. This is to ensure that the school provides accommodation that meets the demands of the broad curriculum and is constantly updated. Recently added are buildings to provide for the creative arts, including music, drama, art, design and technology, and media. These

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facilities are spacious, light, and well-equipped and include separate rooms for instrumental tuition. They offer excellent facilities for pupils to explore the full range of the creative arts curriculum.

At the time of the inspection, a new science laboratory, pupils' showers and washrooms including gender-neutral facilities, were expected to be operational soon to supplement existing accommodation. Delays in construction work had occurred during the pandemic.

The onsite management team works hard to maintain high standards. At the time of the inspection dengue carried by mosquitoes was prevalent in the community and the school had adopted measures to minimise the risk to all stakeholders, as far as possible. Policies, documentation and records and checks on the schools' utilities and buildings are very well maintained. These include records of fire drills, earthquake drills, fire safety (including fire extinguisher testing and training), anti-mosquito fogging and pollution checks. All are performed on a frequent and regular basis. In all cases the emphasis is on health and safety as a priority.

The school is clean. A team of cleaners is organised on a shift basis to ensure that the school is thoroughly cleaned before, during and after the school day. The gardens are well maintained and are attractive and pleasant.

The school makes good use of outside suppliers, contractors, and consultants, whilst being clear about the standards that they are seeking. Training for local staff is a priority. Nevertheless, it is important that the school leadership and site management teams are vigilant in high-risk areas. Particularly where contractors operate and where the safety standards may lapse to below that expected in the UK.

The school is environmentally aware. It is self-sufficient in terms of water, served by four natural springs arising in the pond, and its own deep water well. Both the pond and the well are appropriately secured, and risk assessed. The school has developed filtration systems that ensure the water supplied by the springs and well are safe to drink. The school conducts regular and routine checks on the water supply.

The school has its own generators; however, their use has become less frequent due to improvements in power supplies in Nepal. The school also uses solar panels which provide around 30% of its energy supply.

The school is committed to a philosophy of diversity, equity, and inclusivity. However, accessibility for people with restricted mobility and additional needs is limited and the school is working to address this.

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10. Standard 6

The provision of information for parents, carers, and others

The provision of information for parents, carers and others at the British School in Kathmandu meets the standard required for BSO.

The school uses a range of communication channels by which to keep its community informed. These include the school website incorporating a parental portal, weekly newsletters, and email. While parents are satisfied with the information they receive, they would prefer a more streamlined and targeted approach. However, the school has plans to establish a 'one-stop shop' for transmitting ongoing information and updates to parents.

The school's website carries all the essential school policies for parents to scrutinise. It also publishes exemplary information on what is taught at school and how parents can support their children's learning at home. The online parent portal linked to the school's information management system provides live information on pupil attendance.

Reporting to parents is timely and relevant. Secondary parents receive termly reports with feedback on attainment and targets for their children. Primary parents receive one detailed annual report however they are informed regularly about their children's progress through the online app.

Parents new to the school appreciated the provision of termly induction meetings. New pupils join the school throughout the academic year and the provision of these meetings for new parents is especially helpful for families relocating from overseas. The school's on-site coffee shop is open every morning and parents are allowed to stay on site for a limited amount of time each day. A group of parents were observed enjoying this facility during the inspection.

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11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints at The British School in Kathmandu meets the requirements of the BSO standards.

A parents' complaints procedure is published on the school's website and available upon request from the school's office. The policy details the steps to be taken by parents in the event of a complaint. The policy states its purpose as that of "a fair, effective and as rapid as possible resolution of all complaints".

Complaints can be raised within 3 months by the complainant. Matters will be kept confidential by the school and there are three clear stages which detail the procedures of dealing with a complaint.

Stage 1 is an informal resolution stage, followed by a formal resolution stage. There is also provision in the policy to detail the steps that must happen if the complaint is made against the school's principal. A parent liaison officer is involved at stage 2 in ensuring that the process is fair, and parents feel that their complaint is heard. Stage 3 involves the board of governors who will make a final decision once the complaint has escalated to this stage. There are clear time frames at all stages at which the complaint is raised and the time in which the school must respond.

Records of formal complaints are held by the school for 3 years. Parents and pupils reported that complaints were rare, and, in most cases, they were at the informal concerns stage and dealt with very quickly by class or subject teachers. Relationships are strong at the school and the period of online learning maintained strong working relationships across the school. A year 11 pupil talked about a concern regarding teaching and learning, and how this had been dealt with professionally and promptly, so that no party suffered. An online bullying issue had also been dealt with very promptly that had been raised by a pupil.

The school's board of governors were very clear in their response to complaints raised by parents, so that always the procedures are followed, and complaints are raised at the appropriate level with the relevant staff member. Complaints made by staff are raised with the school's principal and HR department. Complaints raised by other stakeholders such as members of the local community are dealt with in the same way as those raised by parents.

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12. Standard 8

Leadership and management of the school

The leadership and management of The British School in Kathmandu is excellent and meets the requirements of the BSO standards.

The school's senior leadership team and board of governors have a clear view of the school's vision and mission. This is reflected in the long-term development plans that are based around the 5 Cs of compassion, creativity, challenge, community, and confidence. A 5-year plan is in place with these words as headings for each action the school plans to take.

The school's ethos is well embedded. Strategic and school improvement planning is purposeful and relevant. The school's self-evaluation is accurate and evaluated against the BSO standards. There are clear lines of evidence to support the judgments made. This accurate self-evaluation enables the school to make targeted school improvement plans based upon a wide range of evidence gathered. This includes the schools internal and external data of pupils' academic performances. The school also seeks the views of parents and pupils through annual questionnaires which influence the decisions the school makes.

The school's senior leaders undertake regular monitoring and evaluation of the pupils' academic performance through learning walks, work book scrutinies and lesson observations. Data is analysed by the senior leadership team. This could be even better utilised to inform school improvement planning if there was an evaluation of the performances of different groups of pupils. There is also further opportunity to develop the skills of middle leaders in the analysis of the school's data so that decisions can be informed and acted upon quickly.

Leadership of the school's additional needs department, maths and creative and performing arts faculty is exemplary. Pupils are inspired to be creative in the arts and the leadership of music particularly is committed to ensuring pupils work to a high standard. This was evident in the data that is recorded against pupils' performance in music and the detail in the attention paid to the quality of teaching. The leadership of maths in the secondary department is committed to ensuring teaching is of high quality and outcomes for pupils are high.

Teachers are committed to the school and talked about the high quality of support they receive from the school regarding their wellbeing and professional development. The professional growth performance plan (PGP) ensures teachers can determine their own professional growth and this is beginning to be more closely related to the school's improvement targets. The school has recently introduced teaching and learning communities of teachers where teachers are grouped with staff not in their subject area. This is to enable sharing of best practice and a discussion around transferable skills through subjects. As a result, specialist teachers are sharing their subject knowledge with their primary colleagues. There are increased opportunities now for primary colleagues to share ideas around the wide

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range of methods and approaches primary colleagues use, cross curricular working. Teachers talked very positively of this opportunity.

The school's structures, policies and procedures are in place and documented. Policies are reviewed regularly by the board of governors. There is now an opportunity for the school to consider a whole school approach around certain aspects of teaching and learning and data analysis, which currently are separate for each section of the school. This will enable a more consistent whole school approach.

The school invests in professional development opportunities and recently the school had benefited from a visiting Australian speaker on anti-bullying strategies. The school is actively involved in FOBISIA and COBIS. They remain updated with the latest ideas in education through a subscription to UK educational publications and through networking.

During the recent changeover of the school's principal and a long period working online the established senior leadership team successfully maintained the school's performance. During this time outcomes for pupils remained high and the school's reputation was upheld.

Day to day management of the school runs smoothly and all staff are proactively involved. The principal and vice principal are very hands-on and leadership roles and responsibilities are distributed amongst the senior leadership team. The strength of relationships across the senior leadership team and the close working relationship with the board of governors is a notable strength of the school.