



STRATEGIC INTENTIONS UPDATE 2016

Delivering an outstanding British
education to the international
community of Tokyo for 25 years

In 2014, the year in which BST celebrated its 25th anniversary, we made a significant start in the planning process for the next twenty-five years by publishing our Strategic Intentions document looking ahead towards 2020. At the time of its publication we promised that this would be a working document with lasting and ongoing impact, and twelve months ago I shared with you a brief update on our progress towards delivering our ambitious goals, followed shortly afterwards by our 2015 ISI Inspection Report. This is the second such update.



THE
BRITISH
SCHOOL



IN TOKYO



Balanced



TO RECRUIT, DEVELOP AND RETAIN INSPIRING TEACHERS, BACKED BY A HIGHLY MOTIVATED SUPPORT TEAM, WHO ARE ALL FULLY COMMITTED TO DRIVING THE SCHOOL FORWARD AS A GLOBAL LEADER IN THE DELIVERY OF INNOVATIVE, HIGH QUALITY INTERNATIONAL EDUCATION

This will always be a primary strategic objective: there are surely few who would disagree with the premise that education can only ever be as good as the teachers responsible for its delivery. Our Trustees are wholeheartedly committed to maintaining BST's impressive track record in an increasingly competitive international recruitment market.

The priority for this academic year was to identify and recruit an outstanding school leader to guide our growing Secondary School through the next important stage in its development. To help us to attract applicants of an appropriate calibre, we enlisted the services of a highly-respected search agency and we were delighted with the strength of the eventual short-list. Joining us from the *British School of Manila*, Mr Platts took up his position in August and, having forged a formidable partnership with the existing leadership team, his focused energy, clear-sighted vision and obvious commitment to driving up standards are already making a real difference.

In order to meet the demands of significant growth in the younger age ranges we were also keen to bring on board an additional member of the Primary Senior Leadership Team. Mr Richard Taylor joined us in September from St Mary's CE Primary School in London where he was already an Assistant Head. He is a modern linguist with a first-class degree from Liverpool University and an MA in Comparative Education; with his calm demeanour, his understanding of current UK educational thinking and his capacity for clear objective analysis he has made an immediate impact.



In 2016-17, in line with one of the recommendations in our recent ISI inspection report, we will further strengthen the leadership of the Secondary School with the appointment of an Assistant Head to join Mr Platts and Mr Thomas. Ms Alison Woods, who holds a first-class degree in Chemistry and is currently responsible for overseeing assessment, data and academic performance at the *Gorse Academies Trust* in Yorkshire, will bring significant additional expertise and experience to the team.



We continue to prioritise continuing professional development for our staff. A number of teachers have been supported in their pursuit of further qualifications, including one studying for an MA in Education, another completing the International PGCE and two more working on the International Leadership and Management Programme. Two members of staff have almost completed their induction year as newly qualified teachers, and the Deputy Head of the Secondary School, Mr James Thomas, has recently qualified as an inspector for the Independent Schools' Inspectorate.

As has been the norm in recent years, teachers and support staff have attended a range of courses in the UK, mainland Europe, Australia, China, Hong Kong and Thailand, while many have completed online workshops and seminars sharing best practice with colleagues around the world. It is particularly reassuring to note that a number of our academic staff and our HR Manager, Mr Bowdidge, have now completed courses on *Child Safeguarding* and *Safe Recruitment* and that most of our teachers have undergone recent first-aid training.

TO DELIVER A CHALLENGING AND INNOVATIVE BRITISH-BASED CURRICULUM WITHIN A CLEARLY MAPPED 3-18 CONTINUUM, FOSTERING ALL THE SKILLS AND ATTRIBUTES OUTLINED IN OUR PROFILE OF THE BST LEARNER AND EQUIPPING OUR STUDENTS FOR THE NEXT STEP IN THEIR EDUCATION – AND FOR LIFE

Two coffee morning conversations during the course of this term illustrated to me the extent to which our BST BRITISH learner attributes are now embedded in all that we do at the school. One secondary mother – only slightly tongue in cheek – told me that she was ‘sick of hearing about balance, resilience and whatever the rest of them are...’ while another new parent told me that she had planned to send her children to another international school in Tokyo until she read that ‘brilliant red and blue poster.’ In two very different ways, I think that both were saying that at least everyone knows what the schools stands for!

Vertical Tutoring (VT) is now well established in the Secondary School and the consequent impact on the House system, and on peer mentoring and student leadership has been a very positive one. However, the demands made on our Heads of House have grown and from September Mrs Yamada will take on a new role with specific responsibility as Head of Sixth Form rather than being asked to combine it with her House duties. At the time of writing we are in the process of appointing a new Head of Tsukiyomi.

A great deal of work has been done to increase links with universities all over the world to ensure that our students are aware of, and thus taking, the excellent opportunities available for them. We are delighted that we have had success with applications to Imperial, Kings, UCL, Edinburgh, Durham and most notably recently Tokyo and Nagoya. This year students will also be going on to study in both Australia and New Zealand, in Canada and in Finland.

In addition, it should be noted that students relocating from both Primary and Secondary have been able to move on to excellent schools around the globe, winning awards at the Dragon School, Oxford and at both the City of London School for Girls and at the Henrietta Barnet School. BST students were also successful in gaining places at Charterhouse, Whitgift, the Haberdashers’ Aske’s School for Girls and many others in the UK; at Tanglin and UWCSEA in Singapore; and at excellent British International Schools in almost every continent.

The Autumn Lecture Series, with its extremely impressive line-up of speakers from so many different fields, has continued to contribute a great deal to our students’ understanding of opportunities beyond BST. We count ourselves fortunate to be able to draw upon such a talented and experienced network of parents and friends of the school. The same applies to our work experience programme for Year 12, which will again take place at the end of this academic year; some first-class placements have already been planned.



In 2015 our Year 11 students were the first cohort to sit IGCSE rather than GCSE examinations in most subjects. This was a significant change requiring important adjustments to schemes of work and there was a little nervousness about the outcome. It was therefore something of a relief to see how well these students performed. More than half of all entries attained the top A*/A grades and results overall were in line with the best from previous years.

Following the introduction of Spanish A Level last year, we continue to expand our A Level provision as numbers at the top end of the school begin to grow. In 2016-17 we will introduce Drama and Theatre Studies, and Economics if there are sufficient students who wish to take up these options.

This year, though, following wholesale reform of the English National Curriculum, the most significant developments have certainly been in the Primary School. These curriculum changes and modifications to the way in which children’s progress is assessed have been the subject of a number of parent workshops in recent months, and have led to some complex adjustments to our programme and methodology.

In **English** there has been a move away from the traditional genre-based approach towards text-based units of work. There is now a much stronger emphasis on vocabulary development, grammar, punctuation and spelling through the use of engaging stories and picture books. Spoken English has a greater emphasis with the new units of work, with children being taught **debating** and presenting skills as well as the recitation of poetry in lessons and during extra-curricular activities.

The introduction of *Read Write Inc* a highly structured synthetic approach to decoding and guided reading has been adopted in Year One and will be rolled out to Nursery and Reception next year.



In **Science** there is now greater focus on experimentation with the addition of *Working scientifically* to the curriculum. This aims to develop pupils' understanding of the process of scientific enquiry and promotes a range of skills such as the asking of scientific questions, the ability to compare and contrast, the use of simple measuring equipment, and the prediction of patterns. Investigative activities are included in most modules within the new units of work. Physics has been removed entirely from KS1 and instead is featured heavily in KS2 with the addition of subjects such as the properties of sound and movement of objects in the Solar System. In KS2, evolution will be taught for the first time and pupils will be introduced to the systems of the human body, including the circulatory and the digestive systems.

There has been a fundamental shift in **Computing** and a move away from learning how to communicate information using Microsoft applications (which is embedded throughout the curriculum). Fifty percent of curriculum time is now devoted to coding in order to promote logical thinking, problem solving and creativity:

- Scratch Jr – Year One and Two
- Scratch Year 3,4,5,6
- Kudo Year 4&5
- App Inventor in Year 6
- Python Year 6
- Robotics – Year 3 and 5

Digital Literacy units of work are also embedded throughout the year groups in order to ensure all pupils are responsible and informed users of technology:

- E-safety
- Plagiarism
- Creating a positive online presence
- Cyber bullying
- Impact of digital manipulation and body image
- Checking sources

There have also been very significant changes in **Mathematics**, including a redesign of units of work with an emphasis on students becoming fluent in the fundamentals of mathematics through frequent practice. The emphasis is now on students being able to reason mathematically by following a line of enquiry and lessons focus on giving students more opportunities to solve problems by applying their mathematics. Headline changes in teaching include:

- Multiplication facts now to be learnt up to 12x12
- A single formal written method to be taught for addition, subtraction, multiplication, division
- Calculation of fractions
- Calculation of the area of shapes other than squares and rectangles included
- Probability has been removed from KS2
- Emphasis on essential numeracy skills, including using money and telling the time
- Roman numerals.
- Calculators to be limited in use until the later years of primary

Next year one of our priorities will be the philosophy and pedagogy behind *Mathematic Mastery*.

Balanced

Well-grounded with a broad range of interests, knowledge and skills developed both in and beyond the classroom. Objective, capable of seeing the big picture, without prejudice.



Resilient

Determined and willing to persevere in the face of adversity. Prepared to set ambitious goals and work hard to achieve them. Resourceful and responsive to different situations and contexts



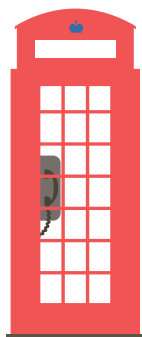
Inquisitive

Curious and open-minded, a seeker of knowledge. Happy to be an active lifelong learner: to explore, to be exposed to challenging unfamiliar concepts and to seek opportunities to enjoy new experiences.



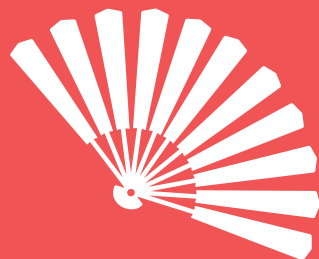
Thoughtful

A friend. Considerate and respectful of the needs and values of others, with the capacity to focus, to think critically and to see issues from a range of perspectives. Reflective and keen to learn from experience - and from mistakes.



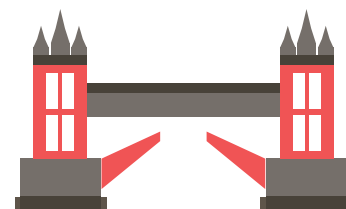
Independent

Capable of original thought, innovative and prepared to demonstrate initiative. Discerning, with well-developed research and analytical skills, and the ability to step aside from the crowd.



Self-assured

Confident. Prepared to articulate and share ideas and personal opinions, to play a part in group and team activities, and to take the lead where appropriate. An intelligent risk-taker.



Honest

An example to others. Self-aware and principled; with high personal standards of behaviour, great integrity and a clear sense of right and wrong.



THE
BRITISH
SCHOOL
IN TOKYO





Resilient



TO MAINTAIN THE HIGHEST ACADEMIC STANDARDS, INCLUDING THE CONSISTENT ACHIEVEMENT OF EXCELLENT EXAMINATION RESULTS, WHILE CONTINUING OUR COMMITMENT TO AN INCLUSIVE ADMISSIONS POLICY

Our examination results at the end of last year – throughout the school – were again in line with expectations and certainly a cause for celebration. It was especially gratifying that, in what was our first year of IGCSE examinations, well over half of all entries (57%) attained the top A*/A grades. To put our results into some sort of context, Cambridge IGCSE A*/A grades in English amounted to just 18% of the total global entry last year, while at BST this year the figure was 45%; our mathematicians recorded a 56% A*/A pass rate, compared to 35% globally in 2014, and our scientists (Biology, Physics and Chemistry) opened up a similar gap ahead of their peers around the world. There were some significant pockets of excellence. For example, out of a total of 36 entries in History and Geography, 28 students were awarded those top grades.



We continue to share our updated three-year A Level and GCSE/IGCSE subject statistics in a table on our website: <http://www.bst.ac.jp/why-bst/academic-results>.

I hope that you find this both helpful and informative and would urge those of you with sons and daughters who have to make option decisions in the near future to study them carefully as part of that decision-making process.

In the Secondary School we have been using academic progress bench-marking data produced by the Centre for Evaluation and Monitoring (CEM) based in the UK at Durham University for some time. We are now looking to develop further the use of such data at KS3 as CEM itself reforms its approaches towards standardised assessments. Regular training and dialogue with this group will be the key to ensuring we are using our benchmarking data effectively - this has already begun with a visit to Tokyo from a senior member and trainer of the CEM team.

We have recently embarked on a new form of assessment in Key Stage Three in order to measure progress following the removal of National Curriculum levels; this should be more obviously relevant and clearer to all. A full curriculum map has been drawn up and the next stage will be to see how different aspects of courses can be linked and developed.

The removal of those NC levels for assessment has delivered a similar opportunity to rethink the way we monitor and evaluate progress in the Primary School. Rather than viewing this as a challenge, we have embraced this as an opportunity to create a bespoke, effective model of assessment that ensures progress for all. We now use *Classroom Monitor*, an online tool that allows teachers to capture learning as it happens and to measure it against detailed, curriculum-matched objectives; in this way, we can quickly plan next steps for each child.

We have also been addressing our early reading and phonics provision. We are justifiably proud of the reading community we have developed at BST - staff and pupils alike are enthusiastic about discussing their reading habits. Now, we have started to roll out a new way of teaching early reading that ensures the children read books closely matched to their developing phonic knowledge in a structured, engaging and rigorous programme; progress is rapid and children of all abilities are more quickly able to read with fluency and expression and to spell using known sounds.

Inquisitive



TO BUILD AN UNRIVALLED
REPUTATION AS AN
OUTSTANDING PROVIDER
OF HOLISTIC EDUCATION,
OFFERING AN EXCITING RANGE
OF OPPORTUNITIES AND
EXPERIENCES BOTH IN AND
BEYOND THE CLASSROOM, WITH A
PARTICULAR FOCUS ON SERVICE
AND GLOBAL CITIZENSHIP

Our BST Outdoors programme continues to flourish. Residential trips at almost every age group in both Primary and Secondary have provided some exciting opportunities for adventurous activity; we have been able to celebrate the achievement of our first two Gold *International Awards* and, in January, a small recce group led by Mr Travis travelled to Ratanakiri Province in Cambodia to visit our UWS Dor Village School. This latter trip was in preparation for a larger Year 11 expedition in the summer after the completion of IGCSE examinations.

Both the Ski and Climbing Clubs have proved popular and, if the latter gains Olympic status in time for 2020, I can see it becoming a strong element of the programme at BST.

Earlier in the year Mrs Black, the Chair of our Board of Trustees, and I travelled to Hakuba to sign a formal alliance agreement with the local High School, which is renowned in Japan for being something of a production line for winter Olympians. As most of the Secondary School spends two weeks in Hakuba it seems only right that we should work closely with the local school and it is already the case that our students have participated in a number of joint ventures. Another partnership, the one we first forged with *Walk Japan* during our 25th Anniversary year enabled us to repeat the very popular *Fuji Relay* last December – and to add some more spectacular photographs to the BST Outdoors portfolio.

I was again impressed by the student feedback following January's Year 10 trip to Kyushu, last term's Geography field trip and our artists' return visit to Naoshima.

In the 2016-17 academic year, as we have already done for Y10 during the secondary Hakuba winter residential week, we will introduce a separate residential adventurous training trip for Y9 in September. This new venture in Ogatsu should allow for a more diverse range of activities and will enable us to focus on areas tailored specifically for this age group such as *International Award* preparation.

We are also in the process of reviewing the established January provision for Years 12 and 13 in order to maximise teaching and learning time in the build-up to their A level examinations.

The Secondary School *Electives* programme continues to be popular and, following the introduction of a number of new, quite challenging activities, it has become emblematic of an innovative approach that marks the BST difference.

There is no doubt that the sports programme at BST has been one of the success stories of the past 12 months. More fixtures have been played in more sports than ever before and it has been particularly gratifying to see how many students have been given a chance to represent the school. Swimming continues to flourish and, having started off strongly in the Primary School, the programme is now making a much stronger impact in the older age groups. The opportunities for students to take part in local triathlons have been particularly exciting. Teams at every level in all the major sports have enjoyed a measure of success in both ISTAA and Kanto Plains competitions, but the influence of specialist coaching in both volleyball and basketball has been especially noticeable.

The Arts have certainly been to the fore at BST in recent months. I know that many of you enjoyed our lively production of *Bugsy Malone* last term, and at the end of Term 1 our Christmas Concert in the Hitomi Hall was as impressive as ever, not least for the number of performers and its astounding range of musical genres. More recently, our *Advanced Musicians* demonstrated an astonishing level of talent and ambition in their show-case concert at L'Atelier by APC.

Our Orchestra, our choirs and our many other ensembles continue to develop and, again, it has been good to see so many of our very youngest students taking up an instrument. Much of this enthusiasm for music at BST stems from the energy and passion exhibited by our teachers and the recent appointment of Ms Danmeri as BST's Musical Director will only serve to enhance this very important school activity.

This year, for the first time, the school is represented by students studying at both the Royal College of Music and Trinity College, while for the fourth year running one of our talented A Level artists is studying at St Martin's.

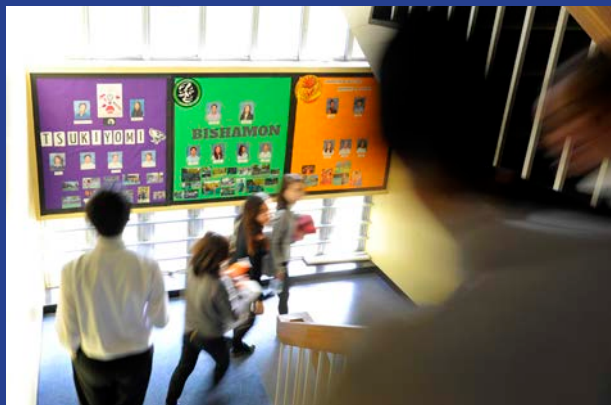
Thoughtful



TO PROVIDE THE FACILITIES AND INFRASTRUCTURE REQUIRED TO SUPPORT OUR EVOLVING EDUCATIONAL AND CO-CURRICULAR NEEDS, AND THE ANTICIPATED GROWTH OF THE SCHOOL TOWARDS A TOTAL OF APPROXIMATELY 1,200 STUDENTS

At the time of my last update to our Strategic Intentions, the school roll stood at 880. Today there are 915 students at BST and in September we expect the total to rise towards and perhaps beyond 950. While this growth is welcome in that it is indicative of the high regard in which the school is held, it does bring its problems. We now have significant waiting lists in a number of year groups and there are parts of the school that are beginning to feel rather cramped. I am delighted therefore to be able to share with you the good news that, in April 2017 – a year from now – we will gain access to significant additional space in our building at Showa allowing us to open up some exciting new learning spaces.

This means that, from the start of the 2017-18 academic year, we will expand into the second floor and take over the area on the first floor between the entrance facing the Hitomi Hall and the first stairwell. The former will afford an opportunity for much-needed secondary expansion while the latter will enable us to develop a much more high profile presence on the Showa campus. We have already appointed an architect to work with us on a major refurbishment of these spaces and should be able to share some initial designs with you in the very near future. All this has been made possible by the signing of a new 10-year lease with Showa, guaranteeing our presence on the campus until at least 2026.



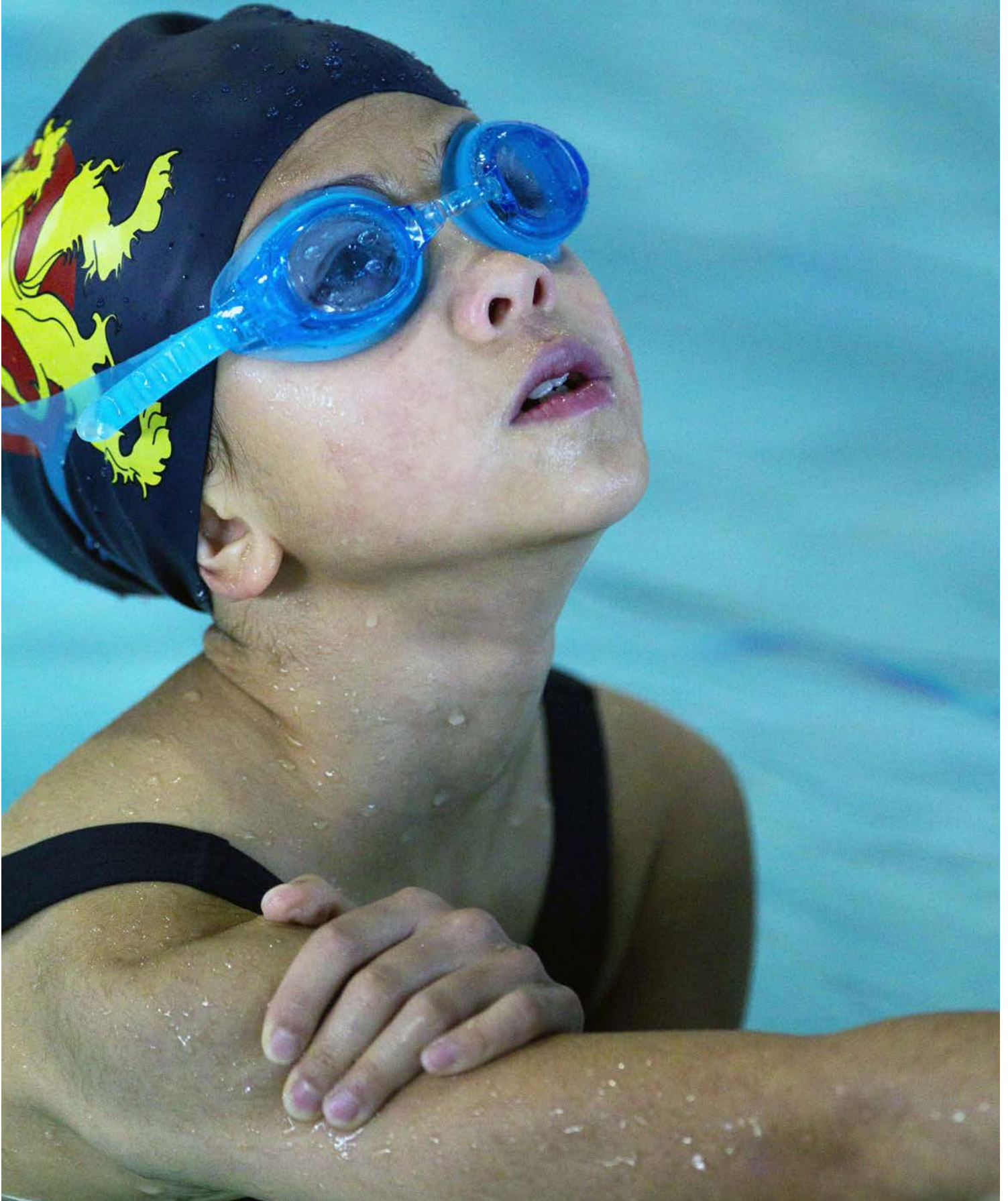
The acquisition of additional space at Showa does not mean that we have relaxed our efforts to acquire a central Tokyo site that will enable us to achieve at least our prime objective of bringing the whole of the Primary School together on one campus. Positive talks with a major developer are ongoing and we believe that it is possible that we might have significant news to share with you during the course of the next academic year.



We are also engaged in talks to acquire both an off-site sports ground and a rural residential facility within two - three hours' travelling time from Tokyo. Again, it seems possible that we might be able to share further news of these exciting opportunities with you before the next of these annual updates.



Independent



TO MAINTAIN THE HIGHEST STANDARDS OF GOVERNANCE APPLICABLE TO INDEPENDENT SCHOOLS, INCLUDING AS A MINIMUM THOSE RECOMMENDED BY THE UK ASSOCIATION OF GOVERNING BODIES OF INDEPENDENT SCHOOLS (AGBIS), AND TO OPERATE THE SCHOOL IN ACCORDANCE WITH THE REGULATORY REQUIREMENTS OF THE JAPANESE AUTHORITIES

Our current Board comprises a healthy mix of long-standing and relatively recently appointed Trustees. They know the School well and bring a wealth of individual expertise to our governance, as was noted recently by our ISI inspectors in March 2015: *The excellent standard of governance is based on a thorough knowledge of the workings of the school and an understanding of its challenges as pupil numbers have grown significantly in recent years. The work of the sub-committees provides further insight into the school's work. The Board keeps in close touch with the school's senior leadership and receives regular reports in advance of its meetings, enabling Trustees and staff to work together to achieve a shared, creative vision for the school.*



Although it is entirely voluntary to do so, the Trustees have committed to such inspections by the UK Independent Schools Inspectorate on a regular basis, currently every three or four years. In addition to making a judgement on eight *British School Overseas* standards, one of which focuses on standards of governance, the inspection team is also required to assess the school's compliance with a number of UK regulatory requirements – including child safeguarding, safe recruitment and a wide range of health and safety matters.

We are fortunate that our Japanese partners, SKG and Showa Women's University, shield us from many of the more complex regulatory requirements of the Japanese authorities, although we do of course ensure that we are compliant with all regulations relevant to our specific situation.

TO IDENTIFY AND ASSESS ON AN ANNUAL BASIS THE MAJOR RISKS FACING THE SCHOOL AND TO ENSURE THAT MITIGATING ACTION, INCLUDING THE PREPARATION OF CONTINGENCY PLANS, HAS BEEN TAKEN WHERE APPROPRIATE

Each year we prepare a report updating and summarising the major risks facing the school, their potential consequences, likelihood of occurrence, and the mitigating action that we can and have taken. The school is successful, but we are not complacent and we realise that things can change very quickly if effective risk management procedures are not in place.

One of the recommendations in our 2015 ISI Inspection report was that we *should further develop the assessment and management of the safeguarding risks associated with sharing a site with other institutions.* Given that we are hosted by SKG and Showa Women's University we are, to some extent, in their hands in terms of campus security and child protection. However, there is much that we can do for ourselves and we do work closely and cooperatively with the management teams of both of our hosts. This year, for example, in association with Showa we have successfully trialled the use of electronic passes for our staff and Sixth Form students.

Earlier this year, as you will no doubt remember, we had to deal with the receipt of a bomb threat at our Shibuya campus. It was gratifying to note that, thanks to regular practise drills and staff training, the consequent evacuation drill was carried out calmly and efficiently without causing any undue alarm to the children. On this occasion the call was a hoax but the School's crisis management plan meant that we were in a strong position to manage the situation professionally.

As a result of our review into our response to this particular incident we have initiated a number of minor changes to our procedures, including the identification and introduction of alternative evacuation sites for both Showa and Shibuya. We know that we must continue to review school security and offer training to staff at all levels on a regular basis and therefore our review is ongoing. However, we are reassured that the mechanisms we currently have in place are appropriate and effective.

There is a fine balance to be struck between the maintenance of high levels of security for your children and the retention of a welcoming, community ethos at BST; we continue to work hard at this and to seek advice as to how we can safely achieve such a balance.

Self-assured



TO MAINTAIN STABLE AND SECURE FINANCES, WITH SUFFICIENT RESERVES TO WITHSTAND EMERGENCIES AND ECONOMIC UNCERTAINTIES, AND TO CONTINUE TO SEEK ADDITIONAL FUNDING WITH WHICH TO MAKE MAJOR IMPROVEMENTS TO THE SCHOOL

BST is run as a *not for profit* organisation, and all income is reinvested into the school. But this does not mean that we fail to pay attention to its sound financial management. On the contrary, we aim for financial standards comparable to the best and most successful commercial organisations, with strict expenditure controls, long term financial planning and an annual financial position verified by one of the Big 4 audit firms.

TO DRAW TOGETHER AND FURTHER STRENGTHEN THE WIDER BST COMMUNITY BY DEVELOPING AND MAINTAINING EFFECTIVE LINES OF COMMUNICATION BETWEEN THE SCHOOL AND ALL OF ITS CONSTITUENTS – PAST, PRESENT AND PROSPECTIVE

One of the great strengths of the school is its sense of community. Regular coffee mornings, parent workshops and the wide range of PTA-led activities have always been an important element of the school's appeal. Once again, the informal parenting *conversations*, led by our School Counsellor Sara Hitchens, have proved to be a popular addition to the calendar.

This year Mr Platts and his team have worked hard to open up many more opportunities for Secondary School parents to meet staff at Showa and the feedback from the various coffee mornings and workshops has been overwhelmingly positive. The most recent of these events, hosted by the English Faculty, attracted well over 50 interested parents.

In recent months we have also shared more widely the CEM data we use to benchmark student progress in the Secondary School, including the publication of results on all school reports for Years 10 and above to help with target setting and aspiration.



In my last update I said a little bit about the introduction of our new information management system, iSAMS, outlining its potential to allow us to track student progress data more efficiently, and to make that data more readily available to you. All parents now have access to some of that data through the iSAMS Parent Portal which has enabled you to see a wide range of aspects of your children's lives including reports, timetables, extra-curricular information, key administrative documents and contact information. Very soon we expect to be able to share important documents such as individual school reports without resorting to paper. The range of information made available to parents via the portal will grow over the year ahead and we would welcome requests for specific additional material. We are now trialling an iSAMS smartphone/tablet app that will make mobile access even easier, and a Student Portal will also be introduced in 2016-17 enabling students to access a great deal of information in relation to their learning and to contribute reflections on their end of term school reports.

We continue to receive positive feedback about our website and social media accounts from both current and prospective parents, and we have continued to work hard to ensure that these are regularly updated. There are now a number of popular new twitter accounts, including @BSTSport and @bst_SeniorLib to name just two. Twitter is a platform that allows you to tailor to some extent the information that is directed towards you. A good example of this is the new @BST_HSE account; this can send you health and safety alerts, such as the latest information on infections and illness in particular year groups, or keep you up to speed on matters of broader concern, such as air quality.

Last year, given the fact that so many of you access the website on the move, I promised that we would be looking into an upgrade to the website to make it more mobile-friendly and responsive to different displays. This work has now been completed.



Honest

TO ENHANCE THE GOOD
NAME OF THE SCHOOL AND
RAISE ITS STANDING ON
A LOCAL, NATIONAL AND
INTERNATIONAL LEVEL BY
PLAYING AN ACTIVE ROLE WITHIN
BRITISH EDUCATIONAL AND
BUSINESS NETWORKS, AND BY
POSITIONING OURSELVES TO
TAKE ADVANTAGE OF IMMINENT
OPPORTUNITIES FOR JAPAN, AND
FOR TOKYO IN PARTICULAR

It is now more than a year since BST was named *Company of the Year* at the British Business Awards evening hosted by the British Chamber of Commerce in Japan. Last November this unexpected success was followed by our nomination and eventual appearance on a short-list of just four finalists for the award of *British International School of the Year*, an annual presentation made by the UK's *Times Educational Supplement*. On this occasion we were unable to carry off the main prize but it was extremely gratifying to be recognised in such exalted company – further evidence of the school's strong global profile.

Those of you who follow our @BST_1920 twitter account will know that, through the British Chamber of Commerce in Japan and other partner organisations, we have been participating with enthusiasm in events leading up to the Rugby World Cup in Japan in 2019 and the Olympics a year later. It was a particular pleasure to be able to welcome Bill Sweeney, the CEO of the British Olympic Association, to Showa to talk to some of our older students about the opportunities that might be open to them in the next few years and I am delighted to let you know that further similar visits are planned over the next twelve months.



I am now approaching the end of my second year as one of eight elected Board members of the Council of British International Schools – at the time of writing, still the only representative outside Europe and the Middle East. I sit on the Professional Development and the Membership sub-committees and attend three sets of sub-committee and full board meetings every year. This offers me an invaluable opportunity to keep abreast of the latest developments in British international education around the world and to exert some influence on decision-making in relation to schools such as ours. This year, for example, the focus has been on a British Government review of the standards relating to *British Schools Overseas* and their inspection, and COBIS has played a central role in the consultation process.





That completes the second in this series of updates to our Strategic Intentions document. I hope that you have found it both helpful and informative. Please do not hesitate to get in touch with me if you have any observations to make, your feedback is always very welcome. Later this term we will be sending out our annual parent survey and this year's Parents' Open Meeting will be held on the evening of May 26th. Thank you for your continued support and encouragement.

Brian Christian
Principal
The British School in Tokyo



Address: 1-21-18 Shibuya, Shibuya-ku, Tokyo 150-0002

Tel: 03 5467 4321 Fax: 03 5467 4322

URL: <http://www.bst.ac.jp>