



ABU DHABI

The British School Al Khubairat Board of Governors' Report 2016-17





Our Vision:

Building on our unique local heritage, we will provide a world-class British education, inspiring all our students to exceed expectations

Our Mission:

Providing the best teachers, leadership and support in a not-for-profit environment, we nurture a genuine passion for learning

Our Values:

Empathy and Care

Honesty and Integrity

Respect and Inclusion

Endeavour and Resilience



ABU DHABI

Chair's Report

I would like to express our gratitude to the late President His Highness Sheikh Zayed Bin Sultan Al Nahyan for his vision and his support of BSAK. The School was originally established in 1968 on land which His Highness generously donated. BSAK is registered by His Highness Sheikh Zayed Bin Sultan Al Nahyan's Emiri Decree which amongst other things donates land to the School in perpetuity.

BSAK has a long association with the British Embassy and the Ambassador, who is the Patron of the School. On behalf of the Board, I thank His Excellency Philip Parham for his commitment to BSAK.

In terms of public exam results, BSAK has continued to perform very well. Last summer's A Level and GCSE results were strong and further details are set out in this report. As a Board we are committed to continually improving the academic provision throughout the School and we work closely with the Headmaster on this.

I would like to thank all BSAK staff for their hard work and commitment to the students over the last year. The successes and opportunities which our students enjoy would not take place without the dedication of our teachers and support staff.

Our students deserve the very best experience at BSAK and this comes from a strong partnership between the School and parents. It is in the students' interests that parents feedback to the School, and this is encouraged by the Headmaster and the Board. As an addition to the usual forms of communication between parents and the School, we have introduced 'comments and suggestions' boxes located at security in the entrances to the Primary and Secondary receptions. Please use these as you feel appropriate, you will receive a reply from the Board or the Headmaster depending on the nature of the query or suggestion.

I would like to thank those parents who stood for the election to the Board at the AGM. Governors volunteer their time and it is a significant commitment. I would like to thank Governors for their support and commitment to BSAK over the last year.

This is the second year that the Board has prepared an annual report in this form; we received very positive feedback on the report last year. I hope that you will find it informative.

Debby Burton Shaw
Chair of the Board of Governors





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Headmaster's Report

The 2016-17 academic year was hugely successful for BSAK. This success took various forms but also came with various challenges along the way. Overall we saw BSAK moving in a very positive direction and moving towards its ambitious vision **'Building on our unique local heritage, we will provide a world-class British education, inspiring all our students to exceed expectations'**.

Academically, our students and staff worked incredibly hard to ensure very strong exam results. In fact, when we compare ourselves to non-selective independent and state schools in the UK we fare extremely well. Our headline figures do stand out very positively as you will see later in this report, but it is important that we look beyond just the headlines. We are one of the only schools to share our value added data which is a transparent way to gain a deeper insight.

At BSAK our results are scrutinised by the Centre of Education Management at University of Durham who calculate our value added data as well as thousands of other UK and international schools. Through their analysis both for GCSE and A Level our value added gains are deemed as 'significant'. Any school with strong raw results as well as positive value added data is doing very well. This is evidence of the BSAK experience in action.

Details of our results in both Primary and Secondary follow in this report and it is important we always look to further improve, but we should also acknowledge this excellent achievement, which has come from a collegiate approach from staff, parents and students. We are an ambitious school and our Vision, Mission and academic results highlight this ambition.

The learning opportunities beyond the classroom are also extremely important to ensure a broad and balanced education; something that will support our students beyond BSAK. We have a wide ranging co-curricular programme that offers opportunities for so many students. We are always looking to offer more to ensure every student has a choice, but from any perspective there is a great programme in place for students in the fields of music, drama, sport, innovation and academic.

This term a year ago we had an ADEC Irtiq'a inspection. Our previous rating was A3. Band A is for schools judged by the Inspection as High Performing and grade 3 is judged 'Good'. We were pleased to show improvement from this grade when the Inspection judged BSAK as A2 or High Performing, Very Good. The Inspection also gave us clear areas to focus that are well underway and further improving. We are yet to hear when our next inspection is, but we are continually striving to improve the educational provision at BSAK.

I want to take this opportunity to thank the Board of Governors for the continued support, guidance and friendship that they offer the School. It is greatly appreciated. I also want to acknowledge our superb and committed staff, supportive parents and all of our outstanding students who exceed expectations on a daily basis.

Mark Leppard MBE
Headmaster





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BSAK Academic Results 2017

Primary School

	English	Maths
Key Stage 1	Meeting 96%	Meeting 97%
	Above 49%	Above 59%
Key Stage 2	Meeting 94%	Meeting 95%
	Above 43%	Above 45%

Secondary School

	English	Maths	Science
Key Stage 3	Meeting 90%	Meeting 98%	Meeting 97%
	Above 53%	Above 90%	Above 85%

GCSE Results

GCSE A* - A	56%
GCSE A* - B	79%
GCSE A* - C	92%

A Level Results

A Level A* - A	38%
A Level A* - B	68%
A Level A* - C	89%

Ministry of Education Final Year 12 Exam	Pass rate
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Arabic and Islamic Education	100%
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University Destination List - 2017 Entry

Summary of Offers:

Students from BSAK took up places at a wide range of university courses in 2017, from Law to Modern Languages and Biomedicine to Architecture.

75 students went to the UK, 9 to the US, 5 to Australia and others to Ireland, the Netherlands, Czech Republic, UAE and military service.

In the UK 44% of students went to Russell Group Universities.

The most popular universities for our students in 2017 were:

- London School of Economics (4)
- St George's, University of London (4)
- Sheffield Hallam (4)
- Exeter (3)

The most popular courses were:

- Business/Economics (16)
- Engineering (11)
- Science (9)
- Computing (7)
- Psychology (7)
- Geography (4)
- Maths (4)
- Medicine (3)
- Law (3)
- Sport (3)

Total STEM- (Science Technology, Engineering and Mathematics) (34)



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Destinations in the UAE

NYU AD

Liberal Arts.

MILITARY SERVICE

Destinations in the UK

ASTON UNIVERSITY

Design Engineering.

BATH SPA UNIVERSITY

Education.

BOURNEMOUTH UNIVERSITY

Industrial Design.

BRUNEL UNIVERSITY LONDON

Engineering.

CARDIFF METROPOLITAN UNIVERSITY

Sport and Exercise Science - Sport Management.

CARDIFF UNIVERSITY

Geography (Human) - Engineering.

DURHAM UNIVERSITY

Natural Sciences.

EDINBURGH NAPIER UNIVERSITY

Software Engineering.

HERIOT-WATT UNIVERSITY

Psychology - Biological Sciences.

IMPERIAL COLLEGE LONDON

Mechanical Engineering.

KING'S COLLEGE LONDON

Physiotherapy.

LEEDS BECKETT UNIVERSITY

International Business.

LEEDS COLLEGE OF ART

Illustration.

LEEDS INTERNATIONAL STUDY CENTRE

Computing Foundation.

LIVERPOOL JOHN MOORES UNIVERSITY (LJMU)

Business Studies - Criminology and Psychology
Media, Culture, Communication.

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Government and Economics - Law - Finance - Economics.

LOUGHBOROUGH UNIVERSITY

Product Design Engineering.

NOTTINGHAM TRENT UNIVERSITY

Media.

OXFORD BROOKES UNIVERSITY

Foundation Built Environment - Japanese Studies/History.

PLYMOUTH UNIVERSITY

Social Work.

QUEEN MARGARET UNIVERSITY OF LONDON

Human Biology.

QUEEN MARY UNIVERSITY OF LONDON

Mechanical Engineering - Economics.

ROBERT GORDON UNIVERSITY

Architectural Technology.

ROYAL HOLLOWAY, UNIVERSITY OF LONDON

Geology - Geography.

SHEFFIELD HALLAM UNIVERSITY

Psychology - Digital Media - Criminology and Psychology
- Mathematics.

ST GEORGE'S UNIVERSITY OF LONDON

Medicine - Biomedical Science - Biomedical Science
Biomedical Science.

TEESSIDE UNIVERSITY

Accounting and Finance.

THE ACADEMY OF CONTEMPORARY MUSIC

Music Industry Practice.

THE MANCHESTER METROPOLITAN UNIVERSITY

Digital Media and Communications.

THE UNIVERSITY OF EDINBURGH

Veterinary Medicine.

THE UNIVERSITY OF KENT

Psychology.

THE UNIVERSITY OF LIVERPOOL

Geography - Law.

THE UNIVERSITY OF MANCHESTER

Speech and Language Therapy - English Literature.

THE UNIVERSITY OF SALFORD

International Business.

THE UNIVERSITY OF SHEFFIELD

Psychology.

THE UNIVERSITY OF STRATHCLYDE

Law and Politics and International Relations.

UNIVERSITY OF BATH

Integrated Mechanical and Electrical Engineering
Education with Psychology.

UNIVERSITY OF BRISTOL

Liberal Arts - Pharmacology.

UNIVERSITY OF CHICHESTER

Psychology.

UNIVERSITY OF EXETER

Liberal Arts - Modern Languages - Economics.

UNIVERSITY OF GLASGOW

Theatre Studies - Mathematics.

UNIVERSITY OF KENT

Mathematics.

UNIVERSITY OF LEEDS

Fine Art with Contemporary Cultural Theory
Civil and Structural Engineering.

UNIVERSITY OF LINCOLN

Business and Management.



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UNIVERSITY OF SOUTHAMPTON

Fashion Marketing/Management.

UNIVERSITY OF ST ANDREWS

Social Anthropology - Sustainable Development.

UNIVERSITY OF SURREY

Veterinary Medicine and Science

UNIVERSITY OF WINCHESTER

Sports Business and Marketing.

UNIVERSITY OF YORK

Computer Science.

UNIVERSITY COLLEGE LONDON

Economics - Computer Science.

Universities in the USA

CHAPMAN UNIVERSITY

Business.

COLUMBIA UNIVERSITY

English.

CORNELL UNIVERSITY

Mathematics - Architecture.

UC DAVIS

Mechanical Engineering.

UC SAN DIEGO

Economics.

UCLA

Electronic Engineering.

UMASS

Economics.

UNIVERSITY OF GEORGIA

Engineering.

UNIVERSITY OF SOUTH FLORIDA

Philosophy.

**Other Universities
Around The World**

RMIT UNIVERSITY

Fashion Design.

UNIVERSITY OF QUEENSLAND

Biomedical Science - Biomedicine.

CZECH TECHNICAL UNIVERSITY

Computer Science.

TRINITY COLLEGE DUBLIN

Business Economics and Social Science.

UNIVERSITY OF AMSTERDAM

School of Social Sciences





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Financials

This Honorary Treasurer's Report, together with the Report and Accounts for the financial year ended 31st August 2017 prepared by Ernst & Young in accordance with International Financial Reporting Standards as issued by the International Accounting Standards Board, has been posted to the School's website and is available for review there.

For the year ended 31st August 2017 the School reported an accounting loss of just over AED 760 thousand, roughly comparable with the preceding year's loss of AED 545 thousand. The loss was somewhat less than we had budgeted but generally in line with our expectations, given the Abu Dhabi Department of Education and Knowledge's (ADEK) decision in 2015 and again in 2016 to decline the School's application for a fees increase for the years 2015-16 and 2016-17. The Board of Governors is acutely aware of the more challenging economic backdrop prevailing in the local economy and there is a shared purpose with Parents in keeping fees as low as possible; however, if the School is to continue its excellent track record of delivery we have to develop our School and to recognise that both inflation and additional costs, including increased regulatory costs, must be met, without prejudice to the quality of our provision to our Students. For these financial years the losses were relatively modest and of limited concern in the context of the School's cashflow and scale, but over the long term annual losses are not sustainable. The Board is very mindful of the need to continue to build cash reserves to meet capital expenditure requirements as these become necessary. Our continuing model as a Not-for-Profit community school is to keep fees low and to manage our revenues and costs over extended business cycles such that there are no sharp fee increases and costs are controlled, but with a clear, maintained focus on quality of provision.

New and existing Parents will know that, even after the modest increase which has been communicated, our fee levels will continue to compare very favourably with our peer group.

Our revenues increased marginally in 2017 and our school roll stands at 1860, close to our record high of 1865. This reflects very well on the quality of our provision, particularly at this difficult time in the market. The opening of the additional FS1 class in January 2018 will accommodate a further 25 nursery children. For the second year in a row we were able to make efficiencies in staffing and staffing costs were slightly down. Reduced finance costs and lower depreciation have also been helpful tailwinds as regards the bottom line and overall the net effect for the 2016/17 period was the slightly increased deficit noted above.

The balance sheet is robust and the School has been conservative in its policies as regards end of service benefit provision, depreciation and asset/liability matching among other things; and for the medium term the School is therefore in a strong position.

As a Not For Profit School, which ploughs all revenues into education and which has no shareholders, we have been very careful to husband cash prudently over the last 9-10 years and have now achieved a healthy overall position which positions us well for our next phase of resource improvements. Our liabilities are primarily long-term in nature and our repayment profile is gradual and contained.

We continue to upgrade our HR and Accounting areas but this will be at low cost and with minimal disruption for parents.

As Honorary Treasurer I wish as usual to convey my thanks to my colleagues on the Board and in the Finance and Premises Committee as well as to all of our staff in the School. This year we said a fond goodbye to our Finance Manager Susan Ninan, who did an excellent job for the School for more than eighteen years and has now retired to Canada. We wish our new Bursar and new Finance Manager every success in their new and vital roles.

Richard S Oliver
Honorary Treasurer, Board of Governors

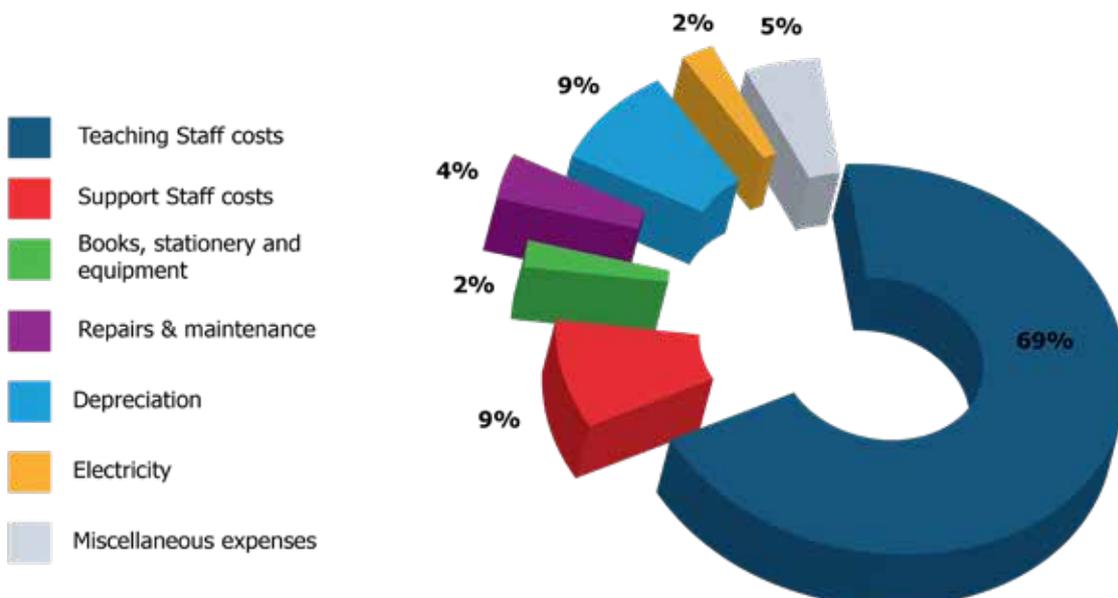


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Income Statement For The Year Ended 31st August 2017

Details	2017 AED	2016 AED
Income for fees	99,157,370	98,547,734
Other income	3,482,524	2,673,169
TOTAL INCOME	102,639,894	101,220,903
Staff costs	(79,594,291)	(79,611,109)
Books, stationery & equipment costs	(1,882,047)	(1,796,682)
Repairs & maintenance expenses	(3,530,984)	(2,641,321)
Depreciation	(9,487,395)	(9,543,446)
Electricity expenses	(2,025,697)	(1,717,720)
Miscellaneous expenses	(4,546,227)	(3,930,170)
TOTAL EXPENDITURE	(101,066,641)	(99,240,448)
SURPLUS FROM OPERATIONS	1,573,253	1,980,455
Net Finance costs	(2,333,975)	(2,525,649)
TOTAL DEFICIT FOR THE YEAR	(760,722)	(545,194)

Percentage of Expenditure 2017



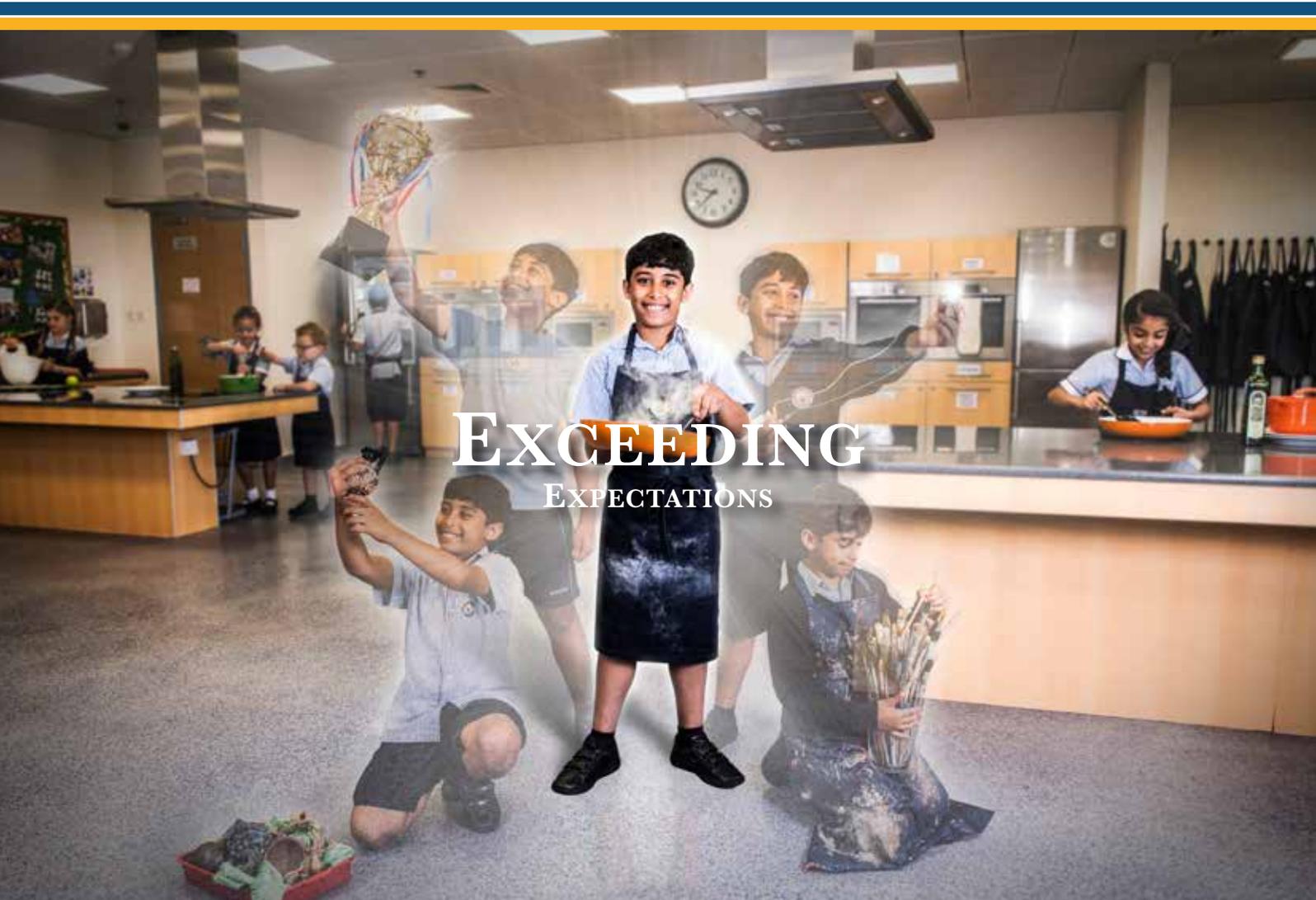


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unique local heritage,
we will provide
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The Board hope that you have found this report useful. Whilst as governors we are not involved in the operational running of the School, we continue to welcome parent and staff comments and feedback.

If you would like to contact the Board you can do so via the Clerk to the Board, Mary Brogan on xtn.229 or by emailing clertotheboard@britishschool.sch.ae



@bsakabudhabi
@bsakoaks
@AKParentCommunity



@bsakabudhabi



@bsak_abudhabi