



THE BRITISH SCHOOL AL KHUBAIRAT
BOARD OF GOVERNORS'
REPORT 2019/20

RATED OUTSTANDING BY ADEK AND BRITISH SCHOOLS OVERSEAS



INTRODUCTION

FROM THE CHAIR OF THE BOARD

2020 has been a challenging year for our School community. The pandemic presented an unforeseen health risk to our families. We are grateful to the leadership of the United Arab Emirates for measures quickly adopted to keep our families safe in Abu Dhabi.

Of course, these safety measures presented logistical challenges, as our school strives to progress the education of our children during these uncertain certain times. This challenge will continue in the months ahead.

I wish to make the following acknowledgements;

To our Staff and Leadership Team – We thank you for your dedication and creativity, adapting to this year's challenges and new working methods. This is not easy and is much appreciated.

To our Parents – We thank you for your continued support of BSAK. You will have found yourselves stretched to the limit this year, overseeing distance learning, often while distance working. This is not easy. We encourage Parents to communicate with the School, to provide feedback both positive and negative. This encourages our Staff in acknowledging our successes and where raising issues, provides much needed visibility to the School, who can assess, adapt and improve where possible.

ADEK – We thank ADEK for working flexibly and collaboratively with us at a difficult time to facilitate the School's work. This has not been straightforward with liaison and approvals required with many stakeholders and our strong relationship supports this process.

Sponsors – We thank His Highness Sheikh Khalifa Bin Zayed Al Nahyan, our School's sponsor, and the ruling family of Abu Dhabi for their continued support of our School. BSAK was originally established in 1968 on land which the late President His Highness Sheikh Zayed Bin Sultan Al Nahyan generously donated and the School was registered by way of His Highness' Emiri Decree in 1971 which amongst other things donates land to the School in perpetuity.

The School has a long association with the British Embassy and the Ambassador is the School's Patron. The School has been formally recognised as an Embassy school this year which solidifies this strong collaboration further.

I thank my peers on the Board of Governors for their time volunteered to support the School in normal times and in times like these.

Finally, I would like to thank our Headmaster Mark Leppard for his exceptional leadership in a year of constant challenges. We note his hard work and dedication and his vision for the School. The Headmaster is supported by a great team of staff working together to make sure we provide the best education possible to our children.

I hope that you find the Annual Report for the 2019/20 Academic Year informative and on behalf of the Board, I thank you for your continued commitment and support.

Sean Magee
Chair, Board of Governors



HEADMASTER'S REPORT

Schools, although different and unique, tend to follow very clear routines, term dates follow regular patterns, the days start and end at the same time, bells sound for the start and end lessons and a school timetable is created based upon uniformity and consistency.

The British School Al Khubairat began its 51st year following this tried and tested pattern, academic data gathered, strategies decided upon to support learning, calendar of events drawn up to ensure a high quality holistic education provision was created. Through the first term, all was going according to plan with nothing out of the ordinary but in the background we were hearing more and more about this COVID-19 Corona Virus beginning to impact some areas around the globe.

In March 2020 all Abu Dhabi school leaders were called to an emergency meeting to discuss online education provisions, moving the Spring Break forward and undertaking various workshops to support Distance Learning. From that point onwards, BSAK had to make drastic adjustments from the previous tried and tested delivery to a completely new method of delivery of our academic provision.

Over a period of a few days we moved entirely to Distance Learning. All lessons were online, predominantly recorded with a few lessons being delivered live through a new video conference system called Zoom.



HEADMASTER'S REPORT

Our entire Academic Team had to upskill and ensure that BSAK continued to deliver a high quality academic program. The analogy I used is that of pilots. The move our Academic Staff made was the equivalent of a fixed wing pilot being asked to fly a helicopter the following day. The principles of flight are the same but the skills and techniques are completely different. Having said that, I am extremely proud of the leap our Staff made. In fact, the new Distance Learning Evaluation created by ADEK, to ensure schools were supporting academic delivery, judged our Distance Learning provision as 'Developed' which was the highest rating. Such a judgement did not mean we were the finished article, and for those of you who know me by now, know I never believe we are at that point.

The challenges for the remainder of the year were considerable. There were requests for more live lessons, requests for more pre recorded lessons, additional help for parents to help younger children due to their reliance on adult support, concerns about the summer GCSE and A level exams, questions of when face to face school would resume, staff feeling isolated missing the professional academia BSAK is renowned for, student wellbeing concerns due to not being able to socialise with peers as well as the ever changing compliance regulations.

The breaking news in Term 3 was that the GCSE and A level public exams were cancelled and replaced by teacher assessment and exam board algorithms in order to determine grades. This news meant the School had to undertake significant analysis and moderation which consisted of hundreds of man hours to ensure our Students were not disadvantaged by the change and given every opportunity to receive grades representative of their ability and work ethic.

Please do take time to look at our GCSE and A level results along with our impressive University destinations. They are something to be proud of and it is fitting at this point to thank our amazing Staff for the education they have continually provided and congratulate our examination Students for the excellent grades they have achieved.

I can only describe 2019-20 as an unprecedented academic year and I want to thank our Governors who have unequivocally supported myself and BSAK throughout. I also want to praise our amazing Staff, both academic and support for their unquestionable desire to ensure BSAK provides the best education to all our Students. As parents it is important to acknowledge the role you have played in supporting your child's education and finally I want to congratulate each and every one of our Students who have shown adaptability, resilience and compassion to navigate through this pandemic.

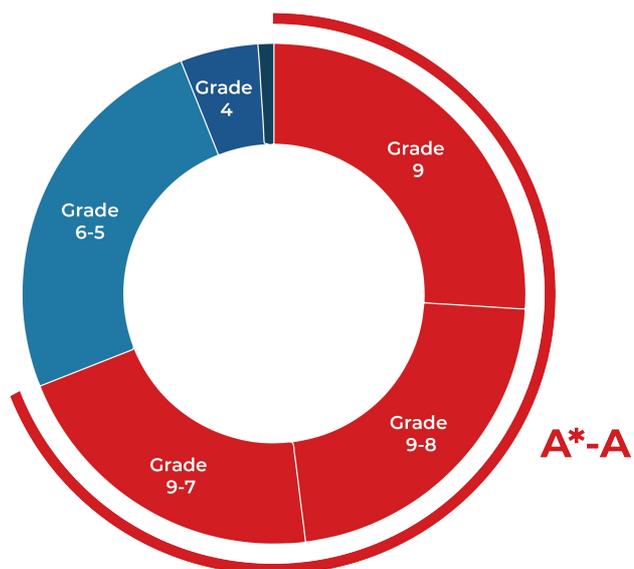
I refuse to refer to this pandemic as the 'new normal' as I see that as defeatist. History tells us that human beings are an incredibly adaptable and innovative species. We will overcome this pandemic and BSAK will continue to deliver the highest quality education. That is our DNA and that is what makes us all proud to be part of the BSAK Community.

Thank you for your continued support

Mark Leppard MBE
Headmaster

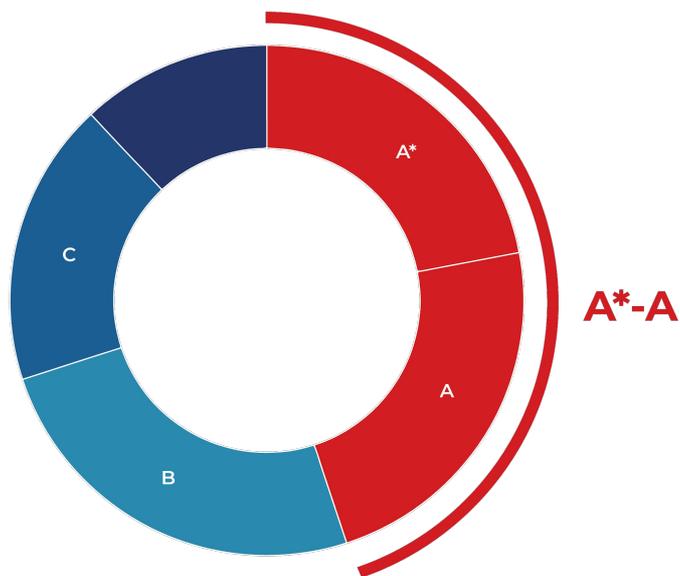
RESULTS 2019/2020

GCSE AND A LEVEL



GCSE

Full Cohort of 121 students
 48% Grades 9-8 | A*
 69% Grades 9-7 | A*-A
 94% Grades 9-5 | A*-B



A LEVEL

Full Cohort of 125 students
 22% of all Grades A*
 45% of all Grades A*-A
 70% of all Grades A*-B



BTEC

100% Distinction* Distinction (Equivalent to A*-A at A Level)
 93% Distinction* (Equivalent to A* at A Level)



UNIVERSITY DESTINATIONS

2019/2020

UK

Aberystwyth University

Christopher Stamp | International Politics

Bristol, University of the West of England

Farris Mubaydeen | Business & Events Management

Cardiff University

Caitlyn Allan | Psychology
Alexander Darling | Chemistry
Jak Lowe | Mathematics
Jood Mansour | Chemistry
Amira Al Hendi | Law

Exeter University

Faisal Aldandashi | Accounting & Finance

Falmouth University

Reem Taher Salem | Graphic Design

Heriot-Watt University

Sophie Garvey | Psychology
John Tampubolon | Mechanical Engineering

Imperial College London

Tarek Kutaiman | Medicine
Ahmed Salih | Medicine
Omar Zeidan | Engineering
Karthik Raghu | Mechanical Engineering

Kent University

Joel Raymer | Politics and International Relations
Rosie Eldridge | Drama & Film

King's College London

Inci Fassa | English with Film Studies
Syed Iqbal | Biomedical Science

Leeds Beckett University

Johnathan Greenwood | Architecture
Gemma Rahmatallah | Video Game Design
Karim Sheridan | Architecture

LSE

Carl Charbel Feghali | Law

Manchester Metropolitan University

May Ella Greene | Fashion Business & Management
Jessica Priestley | Mechanical Engineering

Newcastle University

Charlotte Beau | Mathematics with Business
Faris Sharaf | Business Management
Ali Al Kindi | Mechanical Engineering

Nottingham Trent University

Chloe Batty | Psychology with Criminology
Molly Fishbourne | Fashion Design
Jasmine Sheridan | Psychology

Queen Mary University

Lolwah Al Faisal | Politics

Royal Holloway, University of London

Fahad Sheikh | Accounting and Finance

Sheffield Hallam University

Hind Abdelaitif | Architecture

SOAS University of London

Mohamed Mehdi Cheddad | Business, Management, Economics & Law

Swansea University

Alyah Karajeh | Medical Genetics
Monty Scott | Sport & Exercise Science

UCL

Abdullah Aftab | Economics
Isabella Jarman | Natural Sciences
Teodora-Nicol Lovin | Computer Science
Shamsa Al Mehairi | Engineering & Architectural Design
Rushil Dasgupta | PPE / Business Economics

University of Aberdeen

Daniella Stewart | Music
Ray Whyte | Marine Biology

University of Bristol

Milo Bly | Management
Ghiya Daoud | Law
Alexander Gough | Politics & International Relations
Andrew Jones | Biomedical Sciences
Munir Mbarouk | Civil Engineering
Aamina Mohamed | Politics & International Relations

University of Cambridge

Christian Elie Feghali | Medicine

University of Edinburgh

Inayah Hussain | Art
Amelia Peacock | Economics
Zaid Aftab | Mechanical Engineering
Sabine Durrani | Law

University of Exeter

Thomas Millward | Business

University of Glasgow

Joseph Peckham | Economics/French
Nikolas Raymer | Philosophy and Theology

University of Leeds

Murray Leppard | Sport & Exercise Science
Richard Tomlins | Civil Engineering

University of Leicester

Rania Karajeh | Medical Genetics

University of Liverpool

Syed Ali | Actuarial Science & Maths
Nancy Donaldson | Psychology
Aaya Abdel-maksoud | Architecture

University of Manchester

Sebastian Hinds | Mathematics with Financial Mathematics
Sahar Khan | Chemical Engineering
Ava Robinson | Psychology

University of Plymouth

Dhruvi Mysore | Dental Surgery
Tanya Naib | Dental Surgery
Areen Tawil | Medicine
Sakeena Thomas | Dental Surgery

University of Reading

Celine Masrajian | Pharmacy

University of Sheffield

Francis Digby-Johns | Economics
Nour ElAttar | Medical Genetics
Caitlin Heyes | Business Management

University of Stirling

Calum Mowat | Film and Media

University of Strathclyde

Paige McDonald | Chemical Engineering

University of Surrey

Sayuri Perera | Psychology

University of Warwick

Omolola Erinfolami | Psychology

University of York

India Lings | Psychology
Niamh Roughley | Sociology with Social Psychology

York St John University

Megan Rees | Physiotherapy

MILITARY SERVICE UAE

Mohammed Al Saadi
Abdulla Al Mubarak
Abdulla Al Darmaki
Zayed Al-Hameili

MILITARY SERVICE SINGAPORE

Lennon Chai

UNITED ARAB EMIRATES

University in Dubai

Sophia Lim Sing Yee

University of Sharjah

Danya Osman

NYU Abu Dhabi

Fatima M Al Ketbi

University of Dubai

Sarah Shahzad

Khalifa University

Maryam Al Qubaisi

Dubai Institute of Design

Suad Al Fardan

UAE Universities

Alyazia AlMheiri
Mouza Al Sheryani

GAP YEAR

Abdulla Baharoun
Sultan Basulaiman
Kalawila Karunatileke
Curtis Byrne

CANADA

OCAD University

Lea El Maalouf | Design

University of British Columbia

Suraj Naresh | BA

University of Toronto

Elizay Abdullah | Politics & Economics
Shayaan Khan | Computer Science

McGill University

Garance Queromain | Economics

Concordia University

Layan Askar
Nijad Merhebi | Civil Engineering

UNITED STATES OF AMERICA

University of Chicago

Mohamed Yassin
Advay Mohindra | Economics

University of Southern California

Fatima AlYousefi | Politics & International Relationships

Parsons School of Design New York

Laila AlNaqbi
Dujanah Jarrar | Business

Sacred Heart University, New York

Chantal El-Chaib | Liberal Arts

EUROPE

QMUL Malta

Farzeen Semeer | Medicine

The Hague University

Robin Harker

Applying to Belgium

Mette Den Haese

AUSTRALIA

Christian Innis
Khaled Elshrif

FINANCIAL REPORT

This Honorary Treasurers Report, together with the Audited Accounts for the financial year ended 31st August 2020, prepared by KPMG Lower Gulf Limited, in accordance with International Financial Reporting Standards (IFRS), as issued by the International Accounting Standards Board, has been posted on the School's website as part of the AGM documentation, where it is available for review.

For the year ended 31 August 2020, the School has reported a net surplus of AED 2.96 million, which represents an exceptional achievement based upon the Board's target of a net surplus of between AED 2- 3 million. This was achieved through a healthy number of students (1,932) and a strong demand for student places throughout the year.

There was an ADEK approved fee increase at the start of this financial year, but our fee structure maintains the School as a highly competitive provider amongst other British curriculum schools within Abu Dhabi, whilst also being able to ensure that there is a surplus generated to sustain the School as well as capacity for investment in facilities and learning resources.

In Term 3 the Board elected to make provision for a 15% discount due to the impact of the COVID pandemic upon the School and the delivery of all learning activities online. This discount had a direct impact upon the operating surplus for the year, but the School maintained performance within the target set by the Board of Governors through an underspend of learning resources in Term 3.

The operating costs have been prudently maintained during the 2019/2020 financial year resulting in operational savings, but some additional costs were borne in Term 3 in relation to the purchase of COVID screening equipment and COVID hygiene supplies. The School continues to plan the development of a new science technology, robotic and gaming facility and we believe that this work could start in late 2021.

In September 2019, the Primary Dining Hall was opened and quickly became a very popular facility within the School. The School continues on its digital development programme and screens in classrooms were upgraded and new IT equipment for teachers was procured. The Primary Dance Studio was extended to provide additional space, new sail shades were installed over the lunch areas, the existing sail shades were all repaired and the Nursery playground was substantially upgraded. The largest capital project was the installation of a new roof on the Phase 3 building (Secondary School) and a new water drainage system was installed to prevent and remove pooling water on the gulleys.

The balance sheet remains extremely robust and the School continues to exercise caution in managing its fixed liabilities, end of service benefits for staff, depreciation and asset management. As a not for profit community school, we are able to reinvest all of the cash surpluses into creating and maintaining outstanding learning environments for our Students.

Our plans for the future as the British Embassy School for the United Arab Emirates remain focused on consistent improvement and development of our teaching facilities to support our ever expanding curriculum.

My thanks, on behalf of the Board of Governors, goes to The Finance Team for their work in preparing the audited accounts and for managing the finances of the School with great diligence.

Adam Boukadida
Honorary Treasurer

INCOME STATEMENT FOR THE YEAR ENDED 31ST AUGUST 2020

2020

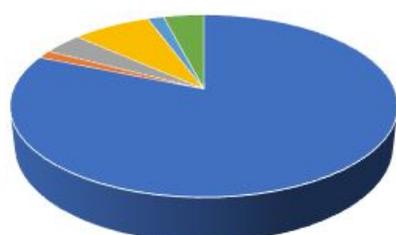
2019

INCOME (in AED)		
Tuition fees	109,221,494	105,149,050
Other income	3,361,145	4,921,484
Finance income	277,930	479,791
Total income	112,860,569	110,550,325

EXPENDITURE (in AED)		
Staff costs	(87,539,367)	(82,514,238)
Books, stationery and equipment costs	(1,544,109)	(1,805,839)
Repairs and maintenance	(4,176,869)	(4,228,372)
Depreciation	(8,395,705)	(7,962,347)
Utilities	(1,723,228)	(1,611,843)
Miscellaneous expenses	(4,342,885)	(4,922,275)
Total expenditure	(107,722,163)	(103,044,914)
Surplus from operations	5,138,406	7,505,411

Finance costs	(2,177,094)	(2,315,871)
Surplus for the year	2,961,312	5,189,540

Expenditure



- Staff costs
- Books, stationery and equipment costs
- Repairs and maintenance
- Depreciation
- Utilities
- Miscellaneous expenses



ABU DHABI

EXCEEDING **EXPECTATIONS**