



# THE BRITISH SCHOOL IN TOKYO

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



A photograph of five students in school uniforms walking along a path. On the left is a large tree with bright yellow autumn leaves. On the right is a modern, multi-story school building with a white facade and large windows. The students are smiling and looking towards the right. The word "Contents" is overlaid in white text on the left side of the image.

# Contents



Outstanding British education for 25 years .....	7
The British School in Tokyo Learner .....	9
A brief history of the school .....	11
Strategic intentions 2014-2020 .....	13
Inspiration, excellence & opportunity .....	19
Explorations & experiences .....	23
Sport for all & a winning mentality .....	25
Creativity & expression .....	27
Service & leadership .....	29
Beyond the British School in Tokyo .....	31
Community, communication & partnership .....	33
Steps towards the future .....	35
The 19:20 project .....	37









A photograph of two young girls in school uniforms standing on a staircase, holding hands. The girl on the left is seen from the side, wearing a dark blue school uniform with a backpack. The girl on the right is also in a dark blue school uniform, with a backpack and a red circular badge on her chest that reads "THE BRITISH SCHOOL". They are both looking towards the right. The background shows the steps of the staircase and the lower legs of another person in blue jeans.

Outstanding  
British education  
for 25 years

## MISSION

To care for our students, and to educate them in accordance with clearly stated values; to bring out the best in every one of them; and to help them to take the next step in their lives with confidence, conviction and consideration for others.

## VISION

The British School in Tokyo will be a leader in the provision of a first-class, values-driven international education, based on the best of the English National Curriculum. We will have a reputation for excellence, with an emphasis on outstanding teaching, academic achievement, service to others, teamwork and leadership.

## 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.



## 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.



## 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.



## 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.

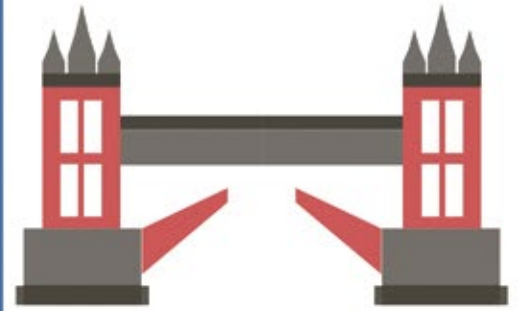






## Resilient

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



## 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.




## 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.



# The British School in Tokyo Learner

A person wearing a dark blue school uniform, consisting of a long-sleeved top and a pleated skirt, stands on a light-colored wooden stool. They are wearing black rubber boots with white rectangular patches on the back of each boot. The background is a library with wooden shelves filled with colorful books. The text "A brief history of the school" is overlaid on the left side of the image.

# A brief history of the school



Established as a charitable trust in December 1988 by a group of parents who wished their children to have a British-style education in Japan, the British School in Tokyo was officially opened by the then Prime Minister, Lady Margaret Thatcher, on September 21st, 1989. It occupied a site in Shibuya located next to and leased from a well-respected Japanese private school, Shibuya Kyoiku Gakuen.

In its early years the school educated boys and girls from the age of 5 through to 10, and the majority were British; today it provides education from Nursery through to A Level, and students represent almost 60 different nationalities.

During the early 1990s the school's success led to increased demand and by 1993 it catered for two hundred children. Soon afterwards the original building could no longer accommodate the growing demand for places and therefore a new school with improved facilities, the current British School in Tokyo Shibuya site, was opened in Shibuya on 14 May 1998 to provide a bright and stimulating environment for over three hundred children aged 3 to 11.



In 2000, the school opened a small second site in Shibuya to accommodate a number of older students, up to the age of 13. It continued to grow and in particular to attract substantial numbers of non-British children, especially from other European countries and from Australia. It was clear by the mid-2000s that new facilities would be required to meet the demand for places.

In 2006, the Trustees therefore entered into an agreement with Showa Women's University, which occupies an extensive, leafy site with excellent facilities at Sangenjaya, 10 minutes west of Shibuya. A second school was opened in newly renovated accommodation on their campus. Both schools continued to prove popular, parents being attracted by the growing reputation for academic excellence, care for individual student needs and a happy,

international environment in which to learn and play.

Over the next four years the school moved the upper primary years to the Showa campus in order to allow expansion to four forms in each of the younger age groups at Shibuya; it also opened years 10 and 11 in order to offer GCSE classes (subsequently switching to IGCSE). In 2010 the decision was taken to offer A Levels, and in 2012 the first students graduated directly to university.



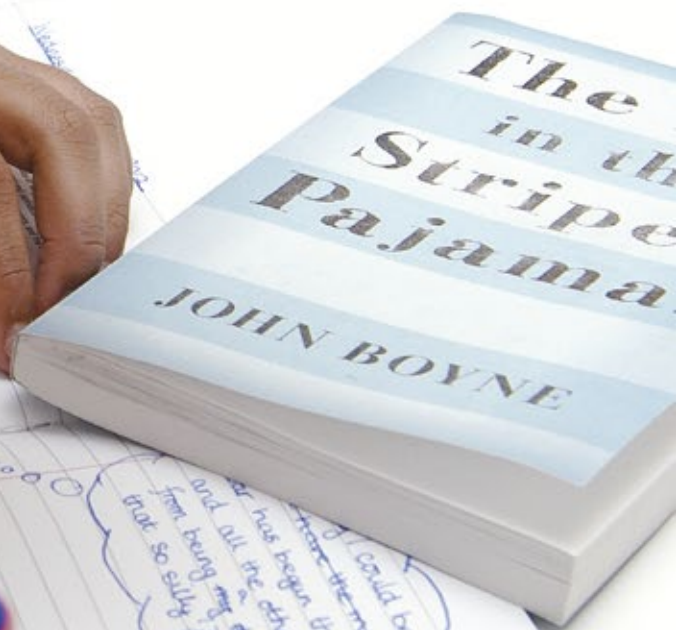
In late 2011, the Trustees commissioned an inspection from the Independent Schools Inspectorate and five visiting inspectors spent more than a week assessing the school against British Schools Overseas (BSO) standards. The resulting inspection report gave the school an Excellent rating, the highest possible, in all eight categories. This entitled the British School in Tokyo to become an Executive Member of COBIS and helped to cement the school's reputation internationally.

The school recovered quickly from the economic shock of 2008 and the earthquake and Fukushima crisis in March 2011, the reduction in student numbers of around 5% on each occasion being more than fully recovered in the following year. The British School in Tokyo now educates 800 students, 370 from ages 3 to 7 at Shibuya and 430 from ages 8 to 18 on the Showa campus. The school is still growing and celebrates its 25th Anniversary this year.



These are the foundations upon which our Strategic Plan has been built.

# Strategic intentions 2014-2020











**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.



**To deliver** a challenging and innovative British-based curriculum in a clear 3-18 continuum that fosters all the skills and attributes outlined in the BST Student Profile, and which equips our students for the next step in their education – and for life.



**To maintain** the highest academic standards, including the consistent achievement of excellent examination results, while continuing our commitment to an inclusive admissions policy.



**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.



**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.



**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.



**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.



**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.



**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.



**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.











Inspiration,  
excellence  
& opportunity



The core purpose of the British School in Tokyo is clearly to educate young people. An inclusive school, we welcome all children, regardless of race, religion or background, providing their level of English allows them to access our curriculum. Academic selection plays a very small part in our admissions process and, where possible, we will offer support for children with specific learning needs. First-class results are important to us, but we take the balanced view that we should aim to educate our pupils more profoundly than simply for achievement in national and international examinations. As they learn and grow, we aim to equip each individual with key skills and attributes in accordance with our concept of the British School in Tokyo Learner. Making use of a range of pedagogical and learning styles, we will challenge and encourage both teachers and students to develop their capacity and passion for learning.

To achieve this end, we are committed to excellence in our teaching. Our teachers are expert practitioners, who are both dedicated to their teaching and committed to the caring development of young people. We will continue to build upon their strengths through the provision of excellent professional development and training, and through the establishment of a school-wide culture of observation, mentoring and professional coaching.



A generous time allowance will be allocated to planning and preparation, and a low pupil: teacher/adult ratio will continue to support creative and effective pedagogy.



Our current practice of supporting each Primary class teacher with an assistant teacher will continue and will be extended where necessary. The recruitment and retention of outstanding classroom practitioners will always be a priority.

Inviting leading practitioners in education from both the UK and the international community to share their expertise, stimulate discussion and improve practice, will continue to be an important part of our professional development programme.



Visits to other schools in the UK, the Asia-Pacific region and further afield will encourage our teachers to evaluate practice at the British School in Tokyo in the light of national and international practices and trends in education.

## PEDAGOGICAL LEADERS SHARING BEST PRACTICE & EXPERTISE

Recognising our relative isolation here in Japan, we look to the UK and to the international sector to share methodology, and will seek to build professional partnerships with other schools for the improvement of educational provision through the development of teaching staff. We will also offer opportunities for our own experts – and there are many of them – to share best practice and drive the development of teaching and learning within the school. All of our teachers can be pedagogical leaders, and every one of them is expected to recognise a responsibility to seek to share expertise, support colleagues, play a part in the delivery of INSET and help to develop resources. We will also provide a range of opportunities for teaching staff to develop their professional experience in other areas such as leadership, pastoral care and the development of technology in the classroom.



We are committed to providing a curriculum from 3 – 18 that fosters curiosity, enables discovery and presents challenges to our students. We are mindful of national and international developments in education

and will regularly review the suitability and relevance of our curriculum at each key stage. Through this process of rigorous self-evaluation, we will ensure that we can continue to provide relevant and inspirational education of the highest standard for each one of our pupils. As the number of students in Years 12 and 13 grows, we will also explore options to extend the range of subjects on offer in Key Stage 5.

At the core of all our educational thinking will be our concept of the British School in Tokyo Learner, which articulates the attributes that we believe we have a responsibility to help develop in each young person. This profile offers every member of the school a framework upon which their education can be shaped. In our reviews of the education that we offer at the British School in Tokyo we will consider how and where we enable students to recognise, acquire and strengthen these attributes, and ensure that we share with them the rationale for the profile so that they are actively involved in their own personal development.

## TECHNOLOGICAL ADVANCES IN AN AGE OF DIGITAL COMMUNICATION

Technological advances are clearly having an impact on learning and the way we teach. At the British School in Tokyo we will ensure that our students and their teachers are in a position to take full advantage of such advances. We will ensure that our teachers are confident, well-informed IT practitioners and that they are given every



opportunity to keep abreast of the latest developments and best practice in schools across the world. We must also make it a priority to review the layout and design of all of our learning spaces on a regular basis in order to accommodate a range of pedagogical styles and the introduction of new technologies.

The age of digital communication, the advent of Web 2.0 and the rise of social media have brought with them exciting new communication opportunities and we will continue to embrace them: developing a virtual learning environment (VLE) for current members of the school; introducing an enhanced information management system to facilitate tracking and reporting, and with the potential to offer a portal for communication with parents; bringing social media to the centre of our communication mix and monitoring the effectiveness of the website and its accessibility.



As things stand, space constraints dictate that we cannot significantly modernise or add to our libraries, or enhance our spaces for private study. We do recognise, however, that such resources should be at the very heart of any successful learning community, and will make their development a priority in our future planning.

## INQUISITIVE STUDENTS ENGAGED IN THEIR OWN AREAS OF INTEREST & DISCOVERY

We understand that each student has individual learning needs; to ensure that we offer the best support we can to each student, we will aim to develop further our Learning Support provision for students with specific learning requirements and will build upon the work already being done to stimulate and challenge those with particular strengths and talents.



It is our firm conviction that all young people benefit from opportunities to extend their education well beyond the four walls of the classroom. Through project-based learning, performances and assemblies, co-curricular clubs and opportunities to compete in local, national and international competitions, we will ensure that our pupils have every chance to enjoy such benefit. Reviews of our curriculum will always take account of these opportunities and encourage students to see that not all learning needs to have an exam at the end of it to make it valuable; a genuine love of learning and life-long enthusiasms can only be nurtured by encouraging and empowering students to engage in their own areas of interest and discovery.

A young boy is climbing a rope structure in a forest. He is wearing a red helmet, a black t-shirt with "BLACKS" written on it, and grey shorts. He is holding onto a thick orange rope with both hands. The background is a dense forest of green trees. The text "Explorations & experiences" is overlaid on the left side of the image.

Explorations  
& experiences



Outstanding schools recognise a responsibility to encourage personal development both inside and well beyond the classroom. In seeking to shape its young people, the British School in Tokyo fosters learning and discovery through a diverse range of challenges and experiences. Adventurous activities, educational trips, projects and practical fieldwork are essential elements of our curriculum. Through a broad and varied range of co-curricular activities, the British School in Tokyo students are able to explore their talents, extend their horizons and come to recognise their limitations. In the firm belief that co-curricular activities must be even further embedded into the philosophy and day-to-day function of the school, clubs and societies will be expanded with further external expertise being bought in to support and broaden current provision where necessary. The appointment in the Secondary School of Service and Adventurous Activity Coordinators is an important step; we will explore the possibilities of taking this a stage further by appointing senior leaders in each sector of the school with direct responsibility for leadership and management of all aspects of education outside the classroom.

## A WHOLE-SCHOOL OUTDOOR EDUCATION STRATEGY

We believe strongly in the value of a programme of outdoor education that encourages young people to show initiative, teamwork and resilience, to develop independence and to acquire an appreciation of the natural world. Building on our current the British School in Tokyo Outdoors provision, including the highly successful residential trips in both Primary and Secondary, we will devise and implement a whole school outdoor education strategy, with co-ordinated trips both here and overseas. A key element of this strategy will be enhanced staff training.



Students should be encouraged to value learning that is practical or vocational in nature by being offered opportunities to learn a balanced range of core skills such as coaching, first aid, project management and financial planning outside of curriculum time. Careers information, guidance and experience will be further enhanced.

The House system is already adding an extra dimension to the co-curricular programme, fostering stronger ties between students through its vertical structure. We will ensure that it continues to develop and facilitate a

broader spectrum of competition across and throughout the school, and that it offers further leadership opportunities to our students.

## VALUING SUSTAINED COMMITMENT & THE WELL-BEING OF EVERY INDIVIDUAL

The introduction within the next two years of the British School in Tokyo Junior and Senior Awards for Years 4-8, based upon the philosophy of the Duke of Edinburgh's Award, will create a blueprint for students to develop a broad range of personal skills and attributes; these will include learning to value sustained commitment in community service. The awards will recognise enthusiastic participation and a healthy lifestyle, and will unify the many aspects of the co-curricular programme in a single package; it will be awarded at different levels – perhaps bronze, silver and gold. In Year 9, all students will embark on the Duke of Edinburgh's Award. Schools play a vital role in the emotional and personal development of young people. The emotional well-being of our students is a priority; through the development of a progressive programme of well-being education, we aim to equip students with the skills that will enable them to manage themselves successfully as young people and as adults. All students will be encouraged to become more thoughtful young people, capable of reflecting upon how they can best manage themselves to live a purposeful, deliberate and positive life. The British School in Tokyo well-being programme will be delivered through PSHE, PE and the Secondary School Tutor system; support will come from external speakers who will further explore issues of personal welfare and management.

A photograph of two young girls running on a red track. The girl in the foreground is wearing a red shirt and dark shorts, with her hair blowing in the wind. The girl behind her is wearing a green shirt and dark shorts. Other children are visible in the background, including one in a yellow shirt. The text "Sport for all & a winning mentality" is overlaid on the left side of the image.

Sport for all  
& a winning mentality



Physical education and sport are vital components in achieving and maintaining a healthy lifestyle. We believe in fostering an enjoyment of exercise, which will encourage students to develop positive, life-long habits. Sport offers lessons in self-discipline, teamwork, leadership, communication, focus and resilience, all elements of our concept of the British School in Tokyo Learner. Our commitment is to embrace both the pursuit of sporting excellence and the philosophy of sport for all.

## FIRST-CLASS COACHING & STUDENT LEADERSHIP

The development of sport at the British School in Tokyo includes enhancing further still the quality of coaching, improving access to facilities, and widening the range of sports offered. More opportunities for all students to participate in sport will be provided through the House System and through fixture lists that will cater for a greater range of players and a wider number of teams.



High quality coaching at all levels is essential. Enhanced coaching expertise will offer further opportunities for students; in addition to the employment of external professionals, perhaps at Assistant Teacher level, to supplement our PE team we will actively recruit academic staff with sporting expertise in addition to their teaching specialism to take the lead in certain sports and support others. Students will also be encouraged to take coaching roles and work through national coaching levels appropriate to age and experience.

## EXCELLENT AMENITIES & USEFUL SPACES, BUT THE SEARCH CONTINUES

Although we make good use of nearby facilities, children at Shibuya are limited in the time they can spend enjoying physical activity. Given the healthy numbers in the school, it is not surprising that space for informal play and exercise is at a premium. For older children the sports facilities at the Showa Campus are good, but we need to review our provision to ensure that we are maximising opportunities for our students. While we are privileged to be able to use the pool, the new gym, and the main synthetic pitch - all excellent amenities - we are constrained by the competition for access to them. Leo Place and the new Seminar House pitch are useful areas to which we have exclusive access, but their size means that their usefulness is limited.



The school will continue to search for sports facilities within reasonable travelling distance in addition to those available at Showa and Shibuya. The development of further pitches and better access to indoor spaces are both essential if we are to play a full part in regional competitions, and as we look to increase the number of teams we run and the range of sports we offer.

A young man with dark hair, wearing a white dress shirt and a red and blue striped tie, is captured in a close-up shot while playing a violin. He is looking down at the instrument with a focused expression. The background is a warm, out-of-focus interior space with several circular recessed lights visible on the ceiling. The text "Creativity & expression" is overlaid on the left side of the image in a white, sans-serif font.

Creativity  
& expression



We recognise at the British School in Tokyo that we have a responsibility to broaden our pupils' cultural experiences and understanding through regular participation and observation. Creativity is always to be encouraged and emphasis given to the personal and community enrichment derived from music, art and drama. We will continue to develop our programme of assemblies, concerts, exhibitions and productions in order to maximise the range of opportunities for talented young people to share their gifts. Visiting performers will be invited to offer master-classes and workshops, and a rotating programme of artists-in-residence will allow our creative departments to enhance our students' experience. Inter-House competitions in each of these disciplines will also help to raise the profile and involvement of pupils in the arts. An integral element of our arts programme will be an introduction to the rich artistic and cultural heritage of Japan, and exposure to the vibrant contemporary arts scene in Tokyo.

## OPPORTUNITIES FOR ALL IN THE ARTS

While we are appreciative of facilities such as the Hitomi Hall and the Green Hall, it is important that we should seek to include a high-quality performance space for small scale productions in any new build or re-design. A more ambitious programme of performance opportunities in school, at venues around the city and further afield, and regular tours and recordings will offer wider opportunities and experience; as will the formation of strong relationships with local arts groups and venues, amateur and professional, including those at Showa and SKG.



All students should have regular opportunities to experience being part of a drama production, whether on stage or as part of the backstage crew. As the top end of the school grows, more student-led productions will be encouraged, while visits from touring acting companies, professional actors and other professionals from the world of theatre, television and film will always be welcomed.

In Art, building on recent successes such as the GCSE Photography Exhibition at the Hasselblad Gallery, opportunities will be found to exhibit the very best of our students' work, with display

zones, regular art shows and exhibitions promoting the talents of our students; lectures and master classes from expert practitioners and curators will provide greater depth.

## DESIGN-THINKING & PROJECT-BASED LEARNING

In order to reintroduce Design Technology into the Secondary School and to allow it to develop as far as it might at primary level, the issue of facilities needs addressing; the current building lacks sufficient space to offer a subject that demands more space than most – even allowing for the possibility of doing so by making use of new digital technologies, such as 3D printing. Given its importance in the current educational climate, and the centrality of design-thinking in project-based learning, it will be a priority to find a way to develop this area of the curriculum at the British School in Tokyo.



We appreciate that our location at the heart of Tokyo provides us with innumerable opportunities to expose our students to a very diverse range of top quality artistic experiences. Our creative arts team will continue to seek ways in which they might take full advantage of all that the city has to offer our students by arranging visits to concerts, performances and exhibitions on a regular basis.

Service  
& leadership





At the British School in Tokyo we place a high value on commitment to others through service and charitable work; as such we aim to develop an understanding of its value in our students. Service may be local (even within school), national or even global. Students will be expected to explore a range of different service projects as an integral part of their school experience and to reflect upon the responsibility that they each have to be positive members of their communities.

## RESILIENCE, INDEPENDENCE & CONVICTION

The art of leadership, whether leading oneself or leading others, is an essential skill; opportunities for leadership will be provided throughout each student's school career. The input of students, their opinions, ideas and feedback, is highly valued and will be encouraged further through Year, Form and House forums, and through involvement in groups such as the Student Council and Model United Nations. By giving students responsibility – often without a formal title – we seek to develop their understanding of accountability and the need to take responsibility for their actions; showing resilience and having the courage to stand by one's principles are key attributes of the British School in Tokyo Learner.



As an educational establishment developed initially to meet the needs of a very specific community, we continue to recognise our responsibilities to that community. We are committed to providing bursarial assistance to those families in financial need whose child/children would thrive in the British-style educational environment of the British School in Tokyo.

## A LONG-TERM SUSTAINABLE PROJECT FOR THE WHOLE COMMUNITY

One very significant goal at the heart of our 25th Anniversary celebrations is to work with United World Schools to raise funds and resources to build and maintain a village school in a remote region of a developing country such as Cambodia.



This will be a long-term commitment that will allow our students and teachers – and indeed the broader the British School in Tokyo community – to gain an understanding of a world very different from their own. The aim is to establish a school that will eventually be self-sustaining, although it is expected that this may take up to 10 years of committed partnership to achieve.

In addition, we seek to build on the numerous inter-school relationships that we already participate in with our host schools, through JCIS and the Kanto Plain organisation, and through global organisations such as COBIS.

A blurred photograph of a stage event. In the foreground, the backs of several audience members are visible as they sit in rows of chairs. The stage is lit with warm, yellow light. On the left side of the stage, a group of people are seated on a low platform. On the right side, a larger group of people, possibly a choir or another panel, are seated in rows. The background is a dark green curtain. The ceiling has several recessed lights.

# Beyond the British School in Tokyo



Students at the British School in Tokyo should experience an education that is not limited to the school environment, but which looks towards the next step in their lives – wherever it might take them - and which forms relationships with other institutions to help them see beyond what is immediate and inspire them for the future. In seeing that there is much more to education than exam results, we look to higher education and business to enhance student experience; we value careers advice and guidance, work experience and educational exchanges as ways to stretch our students and to build their independence.

## PARTNERING WITH THE PROFESSIONAL, COMMERCIAL & ENTREPRENEURIAL WORLD BEYOND OUR DOORS

The development of a programme of partnerships with universities and colleges will place our students in an advantageous position as they seek to move on to higher education: visits to universities here in Japan, in the UK and around the world; departmental placements, visiting lecturers and participation in global academic competitions will ensure that the British School in Tokyo provides the best preparation for academic life beyond the Sixth Form.



Inaugurating strong links with businesses through which the school can develop its skills for students is seen as increasingly important. At the British School in Tokyo we are privileged to have a very powerful network of parents in the business community, and we will continue to work alongside organisations such as the BCCJ, UKTI and the British Council to make the most of opportunities for our students to gain first-hand experience of the professional, commercial and entrepreneurial world beyond our doors. We will seek to build on the success of our recently established

Autumn Lecture Series which is already giving our older students remarkable access to leading figures in academic, professional and business fields in Japan.

## TAKING THE NEXT STEP

For many of our students, of course, the next step takes them back to their home country or on to another international school. We believe that our academic curriculum, with its clear progression and regular external assessment, our pastoral care system and our co-curricular programme all help to make that next step one that our students can take with confidence. We will continue to strengthen our links with schools both in the UK and in the international sector, and will seek to enhance our reputation as a very strong feeder school for first-class educational institutions in the most popular destinations for parents moving on from Tokyo.

We encourage our students to experience education from a different perspective and aim to establish mutually beneficial links with other schools throughout Japan, the Asia-Pacific region and the world, which will see the British School in Tokyo students spending a period of time in different learning environments – at our host schools, other Japanese educational institutions, and in the international sector. We welcome exchanges and believe that we have much to offer students from other schools. Bonds with other educational institutions are to the benefit of all, encouraging us to reflect on what we do and consider how we can improve. This includes opportunities for our staff to experience other educational environments, by taking sabbaticals or being part of a teaching exchange programme.



Community,  
communication  
& partnership



The British School in Tokyo is currently celebrating its 25th Anniversary. Already it has a proud history as an independent co-educational international school and is notably distinctive; we look to build on its strong reputation for educational excellence and achievement and to grow its renown further both locally and internationally.

## SINCERE REGARD FOR THE EXTENDED BRITISH SCHOOL IN TOKYO FAMILY

One of the great achievements of the school is that it has succeeded in establishing itself as the core of a vibrant, supportive community. For many families it is the hub around which their life in Tokyo revolves, and it certainly offers a comfortingly warm welcome in what, for some, can initially be a bewilderingly unfamiliar city. We will continue to work closely with all of our stakeholders to maintain and enhance this sense of community. Sincere regard for the extended British School in Tokyo family must feature in all of our planning and it will always be the case that the British School in Tokyo education will build on the firm foundations of a three-way partnership between the school, its students and their parents.



Our students need to be able to take their place in the rapidly changing technological environment, making positive use of digital media to enhance their learning, keeping up to date with school news and activities and sharing their ideas. The school must be equally proactive in using advanced technologies to enhance communication with teachers, parents, alumni, and the world at large.

## LASTING CONNECTIONS

We want everyone to understand the core concepts of our strategic vision and aspirations and we aim to build outstanding communication with all, including current and potential parents, alumni, current pupils, staff and the wider community. To that end we aim to make full use of the opportunities provided by our 25th Anniversary. Two successful preliminary alumni events took place in London in May and July 2013, followed by further informal gatherings in Singapore and Hong Kong in October. A very successful and well-attended launch party took place in January 2014. Clear objectives have been set out for the year, foremost among these being the establishment of lasting connections with a very wide range of alumni and former parents.

## INTRODUCING THE 19:20 PROJECT

In 2019 Tokyo will host the Rugby World Cup and, just a year later, the Olympic Games. For a short period, the city will be at the centre of world sport and the focus of global attention. Given the status of these two events, the school has a unique opportunity to use sport as a means to project its name further afield. The 19:20 project will seek to draw the classroom and the world of sport together by developing the British School in Tokyo digital resource bank to cater for global demand for educational material linked to the RWC and the Olympics. It may also open opportunities for summer schools and study visits, and could have a significant impact on sport at the school.

A group of students in white shirts and blue skirts are walking outdoors. In the foreground, a young man with dark hair is smiling back over his shoulder. The background is slightly blurred, showing other students and a building.

Steps towards  
the future



Since its inception in 2005 the Development Office has played an important part in improving relationships with alumni, generating financial support through the CCP Fund and enhancing the educational experience of current students. Looking to the future it has a central role to play in enabling the British School in Tokyo to achieve its aims. In order for this to happen we are developing a clearer infrastructure for the Development Office that establishes roles and responsibilities, in particular with regards to alumni. Creating closer ties with our former pupils, their parents and former staff, and providing events in Tokyo, the UK and across the world to bring them together, is important for the school's continued success: we are proud of our alumni and want to encourage them to stay in touch with the school throughout their lifetimes. Our commitment to offering financial assistance to those families who would not otherwise be able to experience an education at the British School in Tokyo is absolute and we will continue to develop the bursary scheme introduced in 2013.

## PLANNING FOR CAREFULLY MANAGED GROWTH

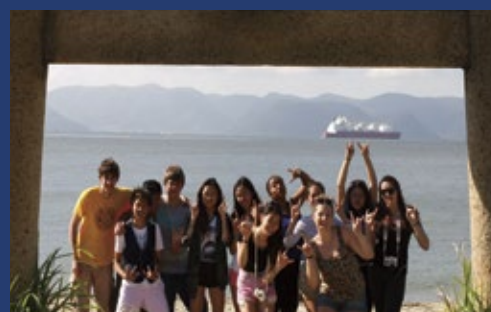
Thanks to the highly successful partnerships with both Shibuya Kyouiku Gakuen and Showa Women's University, the British School in Tokyo already enjoys access to some excellent teaching and learning facilities in prime locations. However, these do have their limitations, not least in their ability to serve satisfactorily a school community of 800 young people. We believe that it is feasible to aim for steady growth over the next five years, resulting in four-form entry throughout the Primary School, three forms in Key Stages 3 and 4, and 40+ students in each of the two post-16 years. Class sizes through to and including Key Stage 3 will be maintained at their current level.




To accommodate increased pupil numbers on this scale we must either carry through plans to negotiate more space on the Showa campus, or seek additional/alternative accommodation within reasonable travelling distance of the current facilities. We certainly concur with the majority view presented by our current parents that one of the School's great strengths is its sense of community,

and that this is, at least in part, the result of our very accessible central city location. It is important that any future planning should seek to maintain such accessibility.

It is clear, however, that the acquisition of significant additional space for development will take time; and it is equally clear that the school will face constraints over the next three – four years. In order to ensure that the current strong momentum is not lost, particularly in relation to our wish to grow IGCSE and A Level numbers, we will have to make our way through a difficult interim period. To that end we must be bold and imaginative in seeking solutions.



One option might be the opening of a small boarding campus some distance from Tokyo, suitable as a base for adventurous activity and for holiday courses aimed at a wider market, including the international one. In addition to providing the school with another distinctive differentiator from its competitors, this would afford an opportunity to alleviate over-crowding on the Showa campus through the introduction of a programme loosely modelled on the one so successfully employed at Geelong Grammar School. This will be explored further as part of the 19:20 project.

A photograph of two young boys sitting on a wooden ledge in front of a red wooden wall. Both boys are wearing white short-sleeved shirts with a crest on the left chest and dark blue shorts. They are also wearing blue socks and white sneakers. The boy on the left is wearing a grey baseball cap. Both boys are smiling and pointing their right index fingers upwards. The background is a wall made of horizontal red wooden planks. The ledge they are sitting on is made of light-colored wooden planks. A thick white rope is visible between the boys, hanging down. There are some green climbing holds visible on the ledge.

The 19:20  
project



In 2019 the Rugby World Cup comes to Tokyo, followed a year later by the XXXII Olympiad. Both will have at their centre Zaha Hadid's futuristic new National Stadium, and for these two years (and during the build-up) the eyes of the world will be on Japan. The British School in Tokyo 19:20 project aims to take advantage of the opportunities afforded by these events, and has three distinctive strands.

## 1. THE BRITISH SCHOOL IN TOKYO AS A DIGITAL HUB FOR 19:20 RESOURCES

Previous sporting events like these have inspired teachers around the world to create lesson plans and even whole courses linked to them. We are uniquely placed to develop a digital platform for all such resources.



These class resources need not simply be limited to the events themselves. There are, for example, numerous possibilities for study resources linked to the History, Culture and Economics of Japan – and, of course, Geography and Language.



There are so many ways to share information in our rapidly evolving digital world that it will be interesting to explore the options available today, and good for us to be encouraged to keep up to date with what will undoubtedly be rapid developments in this area between now and

2020. A project like this will do much to raise the British School in Tokyo's profile in the wider educational world, which will aid recruitment of both students and staff and be of assistance to students moving on from the school.



It will also be, in itself, an exciting educational project for our students to enjoy.

## 2. A FOCUS FOR THE DEVELOPMENT OF SPORT AT THE BRITISH SCHOOL IN TOKYO

Despite fairly limited access to facilities, our participation in ISTAA and Kanto Plain competitions have raised the profile of sport at the British School in Tokyo in recent years, but I believe we are ready to take another step. One of our success stories has been swimming. This is a major Olympic discipline. We will look to build on the sound foundations already laid by giving swimming a whole-school focus, and by ensuring that coaching resources are as good as we can make them. Swimming is also one aspect of the triathlon - a sport which, thanks to the Brownlee brothers and athletes like Non Stanford, has a clear association with British excellence. It has a high profile here in Japan and is growing very quickly around the world.



Progression towards the triathlon is usually built upon participation in the aquathlon (swimming and running) and duathlon (any two of the three sports). We are already a fairly strong swimming school and running training does not rely too heavily on specific facilities. Our younger students could make rapid progress with the right training and, as both develop fitness, work in these disciplines

would complement the rest of our sporting provision. Introducing the third element is more problematic, but cycling is another very popular sport in Japan which is closely associated with British success. We will seek to attract sponsorship, and to form a close attachment to a local club. This will make it possible for our students to compete in high quality local competitions from the age of 14. This would give us a unique sports pedigree and some interesting marketing opportunities. Again, there would need to be investment in top quality coaching.



We already have good co-educational provision for team sport, but it would be interesting to explore the possibility of taking one such sport a little further as part of this project. Perhaps we should focus on football? Or maybe, in partnership with a local club, we could introduce rugby sevens? Both are Olympic sports with an association with GB - and, of course, there is the RWC in 2019. It is important to note that these initiatives must not undermine in any way the broader provision we already offer. They are additional rather than replacement opportunities. One element with exciting potential is the possibility of partnering more closely with local sportsmen and women; this certainly fits in with the idea of the school playing an active part in the community.



### 3. A RESIDENTIAL FACILITY

This is the most ambitious of the three strands. We will seek to acquire a residential facility in a rural location situated within no more than two hours' travel time of the city centre. Ideally, it will accommodate approximately 120 (including teaching and support staff).



Linked to the idea of the digital resource hub, we will promote residential study visits to Japan from the UK and from other international schools.



We will also use such a facility for weekend and holiday courses aimed at our own students and other young people in Tokyo. For example, there might be significant take-up from Japanese students for a 5-day residential course during the summer break, offering a mix of intensive English

and adventurous activity. This same facility would offer two distinct advantages to the regular provision at the British School in Tokyo.



Firstly, if it were situated in the mountains within reasonable distance from central Tokyo, it would offer a safe retreat where we could continue to teach IGCSE and A Level students in the event of a major disaster that caused the closure of the school in the city.

Secondly, and particularly in the context of the space limitations we are currently experiencing, it would give us the opportunity to add another exciting dimension to the British School in Tokyo education.



This would provide us with a wonderful USP as well as giving us an imaginative solution to a practical problem.



**Address: 1-21-18 Shibuya, Shibuya-ku, Tokyo 150-0002**  
**Tel: 03 5467 4321 Fax: 03 5467 4322**  
**URL: <http://www.bst.ac.jp>**

