

Hornbill School, Brunei

Information for Applicants Background and History (Teachers)



Service Children's
Education

National Support School
designated by



National College for
Teaching & Leadership



Hornbill School Brunei

Hornbill is an outstanding school. It is also unique and special.

Ofsted
Outstanding
2013 | 2014

It is **unique** because it experiences exceptional levels of pupil mobility (4 out of 5 children have been with us less than 2 years) and successfully caters for pupils and families with distinct and diverse cultural needs (we have 50% of all children in SCE with English as an Additional Language).

Ofsted
Outstanding
2008 | 2009

It is **special**, not just because of the excellent achievement of its pupils but also for the extent to which the values it actively promotes mean that pupils demonstrate respect, kindness and a genuine concern for others in all that they do. This is recognised and valued by parents.

History & Background

Hornbill School operates in Brunei in order to support the families of serving British military and MOD civilian personnel based in British Forces Brunei (BFB) Garrison. The school was formed in 2003/4 by the merging of the previously distinct Service Children's Education (SCE) British School and the Gurkha Children's School that had been operating in Brunei since 1962. Hornbill School was officially opened by Her Royal Highness Princess Paduka Seri Pengiran Anak Isteri Pengiran Anak Sarah in 2005.

Her Royal Highness Princess Sarah kindly revisited Hornbill School in **May 2011**. On this auspicious occasion Princess Sarah officially opened the 12 new classrooms which were purposefully designed for the youngest children in school, as well as a number of specialist facilities including an Art Room, new Sports Hall, Cyber Research Room and Language Hub. This new build has enabled the coming together of the whole school community onto one site.

Hornbill School offers outstanding education provision. It is an exciting and vibrant school that caters for both Nepali children of Gurkha soldiers and children of serving British military and MOD civilian personnel. As a primary school we have the capacity to accommodate 500 children from 3 - 11 years of age.

The school follows the 2014 National Curriculum for England for all children. The principal teaching is English, with variations for Nepali children to meet their own national requirements and preserve familiarity with their first language and culture.



The school is administered and controlled by HQ Service Children's Education (HQ SCE) UK and maintains a higher than average academic performance. British teachers and international teachers at the school are UK trained or equivalent and employed as "UK-based civilians" within the Ministry of Defence or under contract with Centre for British Teachers (CfBT) Brunei. They are recruited from SCE schools in other Commands, UK schools or CfBT Brunei. The Nepali Specialist Teachers are degree qualified and are recruited directly from Nepal for employment in Brunei. Like all SCE schools, Hornbill School is subject to inspections from HMI/OFSTED. Our school was graded outstanding by HMI Ofsted in 2009 and 2014 and the report can be located on our website www.hornbillschool.com and the Ofsted website.



The Reflection Garden

Our outdoor learning provision and environment has been developed over the years to encourage reflective and first hand learning. The administrative areas of the school have been designed to ensure high standards are reflected and maintained. Our staff team is talented and committed to school improvement and keen to drive forward change and improvements with energy and enthusiasm. Parents, British Forces Brunei and the School Governance Committee (SGC) members are highly supportive and, again, committed to the success of the school at all levels.

Organisation

The children are organised, where possible, into single age groups throughout the school with favourable pupil teacher ratios to allow for the special circumstances of combining two distinct curricula and high mobility. Children who have passed their third birthday are admitted in the next academic term (part time) to our large FS1 setting. If they have passed their fourth birthday by 1st September, they are admitted full time into Foundation Stage 2 at the beginning of the school year.

All classes have a UK or equivalent-trained teacher and each year team has a Nepali Specialist Teacher. Year groups are split into Learning Phases (Learning Phase 1 = Foundation Stage and Year 1; Learning Phase 2 = Years 2 to 4; Learning Phase 3 = Years 5 to 6) and each Learning Phase is led by an Assistant Headteacher who oversees the daily management and organisation of his/her particular group of children.



Mission Statement

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and wellbeing of every child is our paramount concern

Values & Aims

Our unique multi-cultural school provides a happy, safe and friendly environment in which to learn, work and reach high standards. Pupils, parents and staff work in partnership to create and maintain an atmosphere where the following values and principles are encouraged and promoted at all times:

CARE and **CONCERN** for the safety and wellbeing for each other and our school;

COURTESY and respect towards all people in school;

CONSIDERATION and valuing of others;

CO-OPERATION, accepting that the contribution and collaboration of everyone builds success for all;

CREATIVITY, innovation and **CHALLENGE**, having the **COURAGE**,

COMMITMENT and **CONFIDENCE** to make a difference;

CELEBRATION, to value our own achievements as well as sharing the success of others;

CITIZENSHIP, to appreciate the different values and cultural differences that make up our world, and make children aware of their place within a global community.

Partnership with parents and our children underpins all that we do. We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all of our children.

We believe that all members of our community should be equally valued and have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals. We are committed to the further development of vibrant links with the community.

We believe that children learn best when they are excited and engaged in their learning. A whole school approach to the celebration of individual and collective success and to maintaining good discipline and high expectations is promoted at all levels.

We are committed to the continual development of all of our staff, as we share together the responsibility for the further success of our school.

The Headteacher and staff, Service Children's Education and the School Governance Committee work together strategically, ensuring accountability and promoting high standards of educational achievement in the school.



Values & Aims...

At Hornbill School we aim to:

- Engage the hearts and minds of our children by offering every child access to a dynamic, enriched and inclusive curriculum, which is inspiring and relevant to the needs of our diverse community. Such a curriculum includes all the requirements of the English National Curriculum and the essential elements of the Nepali National Curriculum for the Nepali children.
- Ensure learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged. In this way all children are prepared with the essential tools for learning, giving them the appropriate foundations for future success in life.
- Work creatively with both local and global communities to ensure that our school continues to be a learning place where children and staff develop the curriculum; the school continues to change and improve over time and resources are made available flexibly and imaginatively.
- Provide equality of opportunity for all so that learning can be accessed by all children, whatever their background or abilities, within and beyond the classroom and school day.

