



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn Imani International School

May 2019



School's Details

School	Braeburn Imani International School			
Address	Braeburn Imani International School Mang'u Road (Exit 16A off Thika Highway) PO Box 750 00100 Thika Kenya			
Telephone number	+254 721 374 856			
Email address	enquiries.imani@braeburn.ac.ke			
Head of primary	Ms Deborah Kasura			
Head of secondary	Ms Carmel O'Dolan			
Proprietor	Braeburn Schools Ltd			
Age range	2 to 18			
Number of pupils on roll	266			
	Boys	131	Girls	135
	Day pupils	231	Boarders	35
	EYFS	63	Juniors	120
	Seniors	61	Sixth Form	22
Inspection dates	13 to 16 May 2019			

1. Background Information

About the school

- 1.1 Braeburn Imani International School (BIIS) is a day school for boys and girls aged between 2 and 18 and offers boarding for those in the secondary school. The school is just outside Thika town about 30 kilometres from Nairobi. The school was originally owned by Delmonte Kenya Ltd but was passed to Braeburn Schools Ltd in 2011. The board of Braeburn Schools Ltd is made up of executive and non-executive directors, and the operational management of the school is the responsibility of the group management committee. There are separate heads of the primary and secondary sections. The school moved to its present 20-acre site in 2014, and includes four boarding houses, one main school building and separate accommodation for pupils in the Early Years Foundation Stage (EYFS). There is a building for physical education and a swimming pool sited next to the sports fields. This is the school's first inspection by ISI.

What the school seeks to do

- 1.2 The school seeks to develop a strong sense of internationalism encouraging cultural understanding, tolerance and open-mindedness; to provide an education of the highest quality so that pupils maximize their academic, physical and artistic potential and become active, compassionate and lifelong learners; and to develop in each pupil a sense of personal integrity, inner reflection and ambition for personal and group success whilst taking responsibility for their own actions.

About the pupils

- 1.3 Pupils come from professional and business families in the local area and are predominantly Kenyan. There is a very small minority from other countries, including some overseas boarders. Data provided by the school suggest that the ability of pupils on entry is just below average compared with others worldwide using the same ability measures, with very few well above the mean. The school has identified 36 pupils as having special educational needs and/or disabilities (SEND) of whom 22 receive additional support. The needs are predominantly slower processing speeds, and difficulties in linguistic comprehension and numeracy. Six pupils have English as an additional language (EAL), of whom two receive additional support. More able pupils and those with particular talents in sport are given specialised work and training.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. This is the school's first inspection.

Key findings

- 2.1 The school meets all of the Standards for British Schools Overseas and the Minimum Standards for Boarding except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.

Part 1 – Quality of education provided

- 2.2 **The Standards relating to the quality of education in paragraphs 2, 3 (a) to (i) and 4 are met, but that relating to paragraphs 3(j) (teaching) is not met because it is precluded by the country's legislation.**
- 2.3 The curriculum in both the primary and secondary sections is well planned and takes account of the ages, aptitudes and need of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. All pupils study Kiswhali in the primary school. The curriculum otherwise remains based on the English National Curriculum, provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British and Kenyan society.
- 2.4 Teaching is well planned and shows a good understanding of the pupils and their needs; demonstrates good subject knowledge and understanding; makes effective use of resources and employs effective strategies for managing behaviour. It is effective in giving the opportunity for pupils to acquire new knowledge and make good progress; and fosters self-motivation, application and interest. Teaching does not undermine fundamental British values, but it has to discriminate against pupils because of their protected characteristics because planned discussion of related issues is precluded by the country's legislation.

- 2.5 There are frameworks in both the primary and secondary sections to assess pupils' performance by reference to the school's aims or worldwide norms, and assessment information is used to plan teaching so that pupils can progress.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 The Standards relating to spiritual, moral, social and cultural development in sub-paragraphs 5 (a), (b) (i) (ii) (iii) (iv) (v) and (vii) are met but that in sub-paragraph 5 (b) (vi) [encouraging respect for other people] is not met because it is precluded by the country's legislation.**
- 2.8 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to: develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; gain knowledge and respect for public institutions in England and for responsibilities of Kenyan citizenship. Further, it encourages tolerance and harmony between different cultural traditions; a balanced presentation of political issues and preclusion of partisan political views. The country's legislation prevents the encouragement of respect for other people with regard to many of the protected characteristics set out in the UK Equality Act 2010.
- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

- 2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.11 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school, and such arrangements are in line with Kenyan law and have regard to guidance in the UK. The structures ensure that pupils are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. Staff are aware of the code of conduct and whistleblowing policies. Safeguarding is managed effectively, and communication between the school and outside bodies promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe on-line. Security arrangements, including the checking of visitors, safeguards pupils as far as is practicable.
- 2.12 Good behaviour is promoted, the system of rewards and sanctions is clearly understood and effective, and bullying is prevented as far as is reasonably practical. The school complies with the relevant health and safety laws and fire safety standards. Documentation is thorough and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admissions procedures ensure that the school can find the whereabouts of pupils, including boarders. The risks to pupils of all activities is appropriately assessed and recorded. First aid is administered in a timely manner.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.13 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.14 The suitability of persons appointed as members of staff is checked in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on staff working in boarding houses, those working as contractors and volunteers. Members of the board are checked

to an appropriate level. A comprehensive and accurate register with the required information is now maintained of the recruitment checks undertaken on all those above.

Part 5 – Premises of and accommodation at schools

2.15 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.16 Suitable toilet and washing facilities are provided, including those for disabled pupils. The medical room in the primary school provides accommodation to cater for the medical and therapy needs of all pupils. Premises and accommodation are maintained to a standard so that the health, safety and welfare of pupils are ensured. The acoustic conditions and lighting are suitable, and external lighting ensures that pupils can safely enter and leave the school premises. The provision of water for drinking and washing is suitable, and outdoor space both on and off the school site is provided for physical education and play.

Part 6 – Provision of information

2.17 The Standards relating to the provision of information [paragraph 32] are met.

2.18 The contact details for the school, the heads of primary and secondary, the managing director of the board, and a statement of the school's ethos are provided for parents of pupils and prospective pupils on the school website.

2.19 Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and EAL; the school's academic performance; complaints procedure; curriculum policy; arrangements for promoting good behaviour, preventing bullying, ensuring health and safety and providing first aid are made available to parents of pupils and prospective pupils on the school website.

2.20 The school's policy on safeguarding pupils is published on the school website. The school provides an annual written report of each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

2.22 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; the establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for the parent to be accompanied; provision for the panel to make findings and recommendations and for a confidential record to be kept of findings.

Part 8 – Quality of leadership in and management of schools

2.23 The Standards relating to leadership and management of the school [paragraph 34] are met.

2.24 The leadership and management of the school, including the members of the management board, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards and Minimum Standards for Boarding are now met. In both the school's day-to-day leadership and in the oversight of, and decisions made by the board, the well-being of pupils is actively promoted.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

Part 9 – Minimum Standards for boarding

2.26 The Minimum Standards for Boarding [Standards 1 – 20] are met.

- 2.27 A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and works in practice. There is an appropriate process of induction and guidance for new boarders. Each boarder has a choice of staff to whom s/he can turn for personal guidance, including an independent school counsellor. The school has and implements appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid and dealing with medical emergencies.
- 2.28 Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. All medication is safely, and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.
- 2.29 Suitable sleeping accommodation is provided for boarders and is separate for boys and girls. Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. Suitable toilet and washing facilities are provided for boarders, which are accessible from the sleeping accommodation. The four boarding houses are appropriately lit, heated and ventilated, cleaned and maintained. Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders, and is reserved for their use only.
- 2.30 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school. Security is rigorous, but the use of surveillance equipment, such as CCTV cameras, and patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. The school complies with fire standards, and fire drills are regularly carried out in 'boarding time'.
- 2.31 All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality and choice. Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' meals in the main school. Boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. There is an appropriate range and choice of activities for boarders outside teaching time, including at weekends. Boarders have access to a range and choice of safe recreational areas and there are safe areas at school where boarders can be alone if they wish.
- 2.32 The school operates safe recruitment procedures. Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. Boarders have a satisfactory means of contacting a member of staff in each house at night. Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.
- 2.33 At the time of the visit, no boarder was discriminated against, paying particular regard to the protected characteristics set out in the UK Equality Act 2010 or of their cultural background, linguistic

background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints. The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

- 2.34 The school's leadership monitors the effectiveness of the management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary. There is clear management and leadership of the practice and development of boarding in the school, and effective links are made between academic and residential staff. Senior boarding staff have an adequate level of experience and/or training.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management and boarding on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is sound.

3.2 The quality of the pupils' personal development is good.

Recommendations

3.3 The school is advised to make the following improvements:

- Continue the approach of the EYFS into the first years of the primary school to enable pupils to continue to take initiative in their own learning.
- Review levels of challenge in spelling and develop understanding of grammatical terms in the primary school.
- In context of the excellent expressive writing in the older years of secondary school, and strong spoken language of all pupils, develop the opportunities for extended writing in the primary school.
- Develop pupils' scientific approaches and experimental skills in the secondary school, perhaps by increased use of the school's natural environment.
- Give further focus to pupils' skills in their application of number and reasoning throughout the school; and continue to develop higher-order thinking skills for all pupils.
- Undertake initiatives to ensure that pupils in the primary school understand the detail of how to improve their own learning.
- Investigate further opportunities for pupils to develop their leadership capabilities independent of adult support.

The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is sound.

- 3.5 Pupils' achievements reflect partial fulfilment of the school's aims to maximize pupils' academic, physical and artistic potential. In questionnaire responses that were overwhelmingly positive about every aspect of the school, the vast majority of both parents and pupils said that the school and the teaching enable pupils to learn and make good progress. Almost all pupils said that teaching is supportive and helpful if they find problems.
- 3.6 In the EYFS, the children develop a wide range of knowledge, skills and understanding. In playgroup, a large group of children could actively engage in looking at a story book, responding to teachers' questions, sharing their ideas, and taking turns to speak and listen. In the primary school, pupils make good progress when they are stimulated by teaching approaches that are cognizant of the range of ability. For much of the time, however, although their knowledge is secured, they do not have sufficient opportunity to develop skills and understanding. Pupils with SEND in particular make little progress. Secondary school pupils have sound knowledge for their age and ability, and a sound mastery of skills and depth of understanding. In the context of the school's aims, pupils' academic potential is being realised but not yet maximised, because new teaching strategies that focus on the progress of all pupils, and already introduced by the school's leadership before the inspection, are not consistently followed across the curriculum or age groups.
- 3.7 Pupils' recall is strong. In the primary school, they were able to discuss the recount, the use of past tense, simile, metaphor, adjectives and alliteration to make the writing interesting, but only the most able applied the elements to their own pieces, which hence lacked depth and structure. Pupils of this age could not recall completing an extended piece of writing, and no evidence could be seen in their books. Younger secondary pupils continue to develop accuracy and vocabulary. At this age, pupils' own expressive writing has strong beginnings and endings, and they relate closely to the emphasis on grammar. For example, pupils used the imperative effectively to write guidance on healthy eating. However, little moves beyond the narrative. In contrast, in IGCSE lessons pupils unleash their ability to analyse language and the use of literary device, and they display a sophisticated understanding of poetry. Pupils have good spoken and written fluency in foreign languages, and progress for all abilities is supported by astute use of the target language and listening tasks.
- 3.8 Pupils of all ages have a good knowledge of scientific fact. Primary school pupils could recall examples of sea and river creatures, although they found it difficult to reason the link between animal and habitat, for example why a hippopotamus must live near a river. At this age, teaching knowledge can be insecure, and sometimes errors in books are uncorrected. Younger secondary school pupils quickly created a food chain drawing on their excellent knowledge of African wildlife and showed good reasoning skills describing how the parts of spermatozoa cells have adapted to their function. Primary school pupils engage avidly in practical work. For example, using cereal grain or magnets. However, older pupils lack confidence in scientific practical work, which has little opportunity to develop because planning of lessons focuses on written tasks rather than, for example, making use of the school's extensive grounds. Pupils have a good knowledge of physical geography, and British and African history, but again are often not encouraged to move beyond fact. In contrast, sixth-form pupils show strong application of business theory in BTEC courses. Pupils are naturally very creative, as evidenced by their interpretation of character during performances in class and assemblies. The art displayed shows a range of subject from *Simba* to the planetary system and is uniform in its use of vivid colour and bold size. Pupils' achievement in art shows excellent development as pupils move through the school. Primary school pupils accurately drew Kandinsky's circles and then lower school pupils created imaginative three-dimensional architectural models. Pupils think about choice of colour and material, and collaborate well, for example when using pointillism to create a piece of graffiti. Hence, the aim to maximize pupils' artistic potential is very successfully met.

- 3.9 The majority of children within the EYFS are articulate and can express their thoughts, feelings and ideas fluently and confidently. They are keen to engage adults and their peers in conversation. Pupils studying Kiswahili were able to explain the different way the language is structured, and pupils who do not speak the language at home demonstrate good progress. Primary school pupils gradually develop their speaking and listening communication skills in the classroom, displaying competent spoken English. They support each other with language, and the system of 'phoning a friend' is used sensitively and effectively. Whilst pupils can identify grammatical terms, their spelling is weak and many of the words learnt are too simple for their age: the school's data suggest that, in this area, only one third of pupils are at expected levels for their age.
- 3.10 The communication skills of senior school pupils are excellent. They speak with strong confidence and animation in lessons and in larger groups. They have a strong physical intelligence. Diction and audibility vary, but answers in lessons are often well structured and rich with example. Almost all pupils listen well to teachers and each other, unless they are unchallenged or unclear about tasks. The quality of their expressive writing develops strongly in the IGCSE years, and pupils read aloud with confidence from the page and for leisure.
- 3.11 Pupils of all ages have strong arithmetic skills, supported by lessons that require pupils to practise sheets of routine exercises. Number work in the EYFS is secure. Data provided by the primary school suggest that all pupils are working at expected levels in arithmetic, but only half are working at expected levels for reasoning. In the senior school, pupils make little progress, because much of the level of work set is below that appropriate for age and the accent is on repetitive questions that often do not develop in difficulty. Pupils lack the flexibility to apply numbers because there is little reasoning work embedded in lessons. More able pupils achieve proportionately fewer top grades in mathematics than in other subjects. The school's leadership at all levels has identified the area for development and is gradually introducing an appreciation of reasoning problems as an innately worthwhile intellectual challenge.
- 3.12 Pupils develop information and communication technology skills well and appropriately. Younger pupils are competent in using keyboards, but pupils have yet to develop understanding of abstraction, logic, or algorithms. Pupils learn basic coding, and those with particular talents have devised applications for mobile telephones. The school's leadership had already identified as an objective the pupils' improved use of presentation software, although younger secondary pupils are already demonstrating excellent skills.
- 3.13 Pupils have appropriate study skills for their age. Primary school pupils understand the concept of a fair test in science, and in history their deductions from a study of the changes in Nairobi, including housing, terrain, trains and other vehicles demonstrated that most have a good understanding of analysing evidence and making comparisons. More able secondary pupils analyse information effectively. Younger pupils synthesised information researched about people trafficking to explain the conditions in which it thrives, perceptively questioned evidence from the Bayeux Tapestry, and analysed succinctly the causes of the Black Death. Teachers' comments in written work often suggested that pupils' conclusions needed to be justified by evidence, for example confronting myths about refugees from a novel by Benjamin Zephaniah. In global perspectives, some pupils display excellent study skills: for example, in the synthesis of information from extensive and different sources including the UN Human Rights charter and Martin Niemöller to justify arguments on gender identity discrimination.
- 3.14 Pupils enter the school at various points but in general the ability level is just below average for age for those using the same external tests. Very few have ability well above average. Data confirm observations that the majority of pupils make rapid progress from entry and achieve the Early Learning Goals by the end of the EYFS, with a minority of children exceeding them. The school's own analysis of data for the ensuing two years suggests that the progress is slower, and results moderated across the Braeburn schools show that although many pupils reach their expected levels of attainment at the end of the primary school, a significant minority are below, and none are exceeding, those expected

for their ability. The proportion of papers graded A* to C at IGCSE is in line with worldwide norms for the examination board, and for A* and A is well below, both reflecting the ability demographic of the school. The numbers of pupils sitting A levels make comparisons unreliable, but the progress made by BTEC pupils is rapid. Most achieve high results (with many distinctions) in the extended diploma from average D grades or lower at IGCSE. As a result, they achieve places at their first-choice universities in Kenya and overseas, many to study business-related courses. Pupils achieve well in sport, and although the school's size limits team opportunity, pupils have won medals in athletics, have been finalists in national swimming competitions, and achieved over 100 lifesaving qualifications. Secondary pupils gain gold awards in the President's Award scheme, and their leadership is often formally recognised at the annual Kenyan scout camporees. Pupils are regular finalists in Nairobi verse and poetry competitions, reflecting both their strong communication skills and the focus on poetry in English lessons. Teams qualify for the second round of the World Scholars Cup.

- 3.15 In the EYFS, the children demonstrate excellent attitudes towards learning. Some of the youngest children are independent learners who demonstrate initiative and an ability to interact collaboratively. At the start of the primary school, pupils can lose impetus and their attitudes become dampened because of the discontinuity in teaching approaches and resources. The school's leadership had already identified the concerns. The collaboration between pupils in lessons is very strong. They reflected that the small size of year groups enables them to know each other's strengths, and hence ensure that they work together productively. In lessons where teachers had provided different levels of task, groups of the same ability learnt effectively from each other. In these groups, they take leadership, but they rarely take initiative for their learning, and there were few signs pupils had undertaken academic work spontaneously. BTEC pupils are the exception, and pupils work independently for long intervals without teacher intervention. Boarders and boarding staff were questioned about the contribution of boarding to their achievements: dialogue between staff and teachers is quick, can address potential problems, and hence enhance their progress, and boarders identified the routine of study time as supportive.

The quality of the pupils' personal development

3.16 The quality of the pupils' personal development is good.

- 3.17 Pupils' self-knowledge and awareness grow as they progress through the school. The vast majority of parents replied to the questionnaire that they believed the school promotes and successfully supports their children's personal development. There is an ethos of respect and affirmation within the EYFS, resulting in children who feel safe and secure. Children are happy and contented, cementing their confidence as a result of teaching and resources that encourage them to extend their thinking and activities. As they enter the primary school, pupils continue to develop self-esteem; they tackle everyday routines and situations with confidence and are adaptable although seldomly presented with new challenges. In their response to the questionnaire, most pupils said that marking helps them improve their work and that they know how well they are doing in their subjects, but they have difficulty defining how they might improve, often resorting to the mantra of 'working harder'. In discussion, pupils said that they had become more mature, serious and unafraid to challenge since joining the secondary school. Pupils maturely accept the criticisms of each other and begin to be more accurate in assessments of their own work. Pupils reflected honestly on their own childhood in a study of Stephen Spender's *My Parents*. In examples of argumentative writing, pupils debated the easiness of a teenager's life, discussing the dangers of following popular lifestyles rather than knowing your own boundaries. Without encouragement, many chose to write about the issues facing those with protected characteristics, of violence to the young. Others wrote strongly about the pressure on their generation of expectation from adults and each other, identifying the hidden messages of language such as 'candidate', 'achievement' and the phrase 'you are the future', and describing the problem of 'us being hard-wired for socialisation'. These are confident opinions of pupils who have strong self-awareness. Boarders speak persuasively yet with balance about the impact on them of boarding, and

in response to the questionnaire almost all replied that it has secured their confidence and independence.

- 3.18 The success of the BTEC, the excellent outcomes in the EYFS, and the quality of their communication skills suggest that pupils develop faster both academically and personally when they are encouraged and allowed to take the initiative and make independent decisions. Children in the EYFS continually make decisions about their learning, moving easily around learning opportunities yet showing perseverance and determination to work through their tasks. Primary pupils cited scouts and secondary pupils the President's Award as activities in which they successfully make judgements. Older pupils felt that, although their views are sought, often decisions are made for them.
- 3.19 Pupils have a good but often veiled awareness of the non-material aspects of life. For example, secondary pupils showed an awareness of purity, beauty and love in a study of metaphor through their own poems on the ocean and the sky; and others, analysing a sonnet on a broken relationship, reflected that communication and truth are as important as affection. Others identifying the metaphor of a wife's moods to the ebb and flow of ocean tides concluded that the husband must accept that, like the ocean, even relationships have their secrets. Neither pupils nor teachers explore religious faith beyond its manifestations in festival and worship. For example, pupils considered the difference between the Big Bang theory and creation according to Genesis without regard to evidence or personal belief; and noted that the Kikuyu believe Ngai (God) lives on Mount Kenya without contemplating the reasons.
- 3.20 Pupils demarcate clearly between what is right and wrong. Pupils' behaviour is excellent, and if they do err, in a school in which sanctions are rarely used, the 'thinking about my behaviour' strategy effectively encourages them to consider the impact of their own actions on others. In the EYFS, children understand the need for class rules. They are sensitive when dealing with the feelings of others and understand that when something is wrong, they have a responsibility to act. Primary pupils understand the ethics of competitive sport at a young age. Secondary pupils are unafraid to explore a moral landscape; for example, in an enrichment lesson they defended strongly the messages of four different endings to a playlet between an ant and a starving grasshopper.
- 3.21 Children in the EYFS are socially aware and work effectively with each other to achieve common goals. They engage positively, singing and joining in actions in assembly, and they enthusiastically share celebration of others' success. In almost all lessons, pupils worked closely together, sharing roles and ideas. The tight collaboration between BTEC pupils contributes strongly to their success. During inspection week, they smoothly organised and led a morning event in which primary pupils learnt to become safer cyclists. In turn, the younger pupils were respectful, fully engaged and enjoyed the challenges of mastering speed bumps and pedestrian crossings. Boarders are tight-knit, and strongly supportive of each other, particularly at weekends.
- 3.22 Pupils contribute positively to the lives of others within the school, including in boarding, the local community and wider society, although very few of the activities are initiated by the pupils themselves. Any leadership of clubs, societies or school councils is under the firm direction of staff. Pupils enthusiastically involve themselves in Christmas markets and beach cleaning, and have raised significant amounts of money to build a library in a local school. The school is very successful in its aim of developing a strong sense of internationalism encouraging cultural understanding, tolerance and open-mindedness. Almost all pupils said that the school encourages them to respect other people and to be tolerant of people with different faiths and beliefs. Younger pupils are very knowledgeable about their own culture and can talk about the cultures of other pupils within the school. Through clubs and religious education lessons, they learn about cultural etiquette, celebrations and food. They make links in history lessons to the traditions and culture of Kenya over time, compared Roman and Kenyan weapons, and understand that everyone has a different background. Primary pupils compared different religious views of God, suggesting that when Allah took seven piles of earth in different colours to make man it could be that, like a rainbow, all people could fit together no matter what colour they were. In a science lesson, secondary pupils sensitively confronted diversity by identifying

each other's characteristics in a lesson introducing variation and classification using the *Mr Men*. Others in history showed for their age a wide-ranging and informed knowledge of both historical and modern slavery, and of the cultural attitudes in which it thrives.

- 3.23 All pupils know how to stay safe both in the real world and online. They mostly understand how to be physically healthy, particularly in terms of diet and exercise and have made requests, for example, for more sports training before school. Most pupils make healthy choices when choosing the school lunch and know the need for a balanced diet, including fruit and vegetables, and portion control. They know that there is someone they can turn to for help and that the school counsellor can help them solve both short- and long-term problems. Almost all pupils, especially boarders, are physically fit, and have a good understanding of its context, for example in discussing the vulnerability of age and economic conditions.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a member of the board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Stephen Cole	Reporting inspector
Ms Sally Dibb-Holland	Team inspector (Head of Early Years and Deputy head, HMC school, Egypt)
Ms Nicola Fortune	Team inspector (Deputy head, GSA school, Switzerland)