



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn School, Nairobi

June 2018



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SCHOOL'S DETAILS

School	Braeburn School			
Address	Braeburn School Gitanga Road Lavington Nairobi Kenya			
Telephone number	+254 (0) 722 685575			
Email address	enquiries.braeburn@braeburn.ac.ke			
Primary Headteacher	Mr Warwick Bailey			
Senior Headteacher	Mr David Dunn			
Chair of governors	Mr Rob Williams			
Age range	3 to 18			
Number of pupils on roll	904			
	Boys	481	Girls	423
	EYFS	88	Juniors	435
	Seniors	318	Sixth Form	63
Inspection dates	11 to 14 June 2018			

1. Background Information

About the school

- 1.1 Braeburn School is a co-educational international day school for pupils between the ages of 3 and 18 years. It was established in 1979 on the edge of an informal settlement and residential area, on a busy city arterial route. It is the founding school of a group of nine Braeburn schools across Kenya and in Tanzania. Originally providing education for children up to eleven years of age, in 2003 it was expanded to include pupils up to the age of 16, with sixth-form provision added in 2010. The school serves the Kenyan and international community. Braeburn School is owned by Braeburn Schools Ltd whose directors act as the governors of the school. The operational management of the school is the responsibility of the group's management committee.

What the school seeks to do

- 1.2 The school aims to nurture a caring and supportive environment which fully acknowledges the value and individual needs of all pupils and actively values and celebrates diversity. It aims to provide an education of the highest quality to maximise academic, physical and artistic potential, whilst building positive and respectful relationships between pupils, parents, staff and the wider community. It strives to promote international and cross-cultural knowledge, interest, awareness and understanding.

About the pupils

- 1.3 Pupils come from both expatriate families with parents working in a range of businesses, and from local families. A wide range of cultures and faiths from around 80 nationalities and differing ethnic backgrounds is represented within the school. Approximately one-quarter of the pupils are Kenyan and one-tenth are British. The school has identified 123 pupils as having special educational needs and/or disabilities (SEND), 97 of whom receive additional specialist help. No pupil in the school has an educational health care (EHC) plan. Two hundred and seventy-nine pupils do not have English as their first language (EAL) and 137 receive support for their English. The junior school uses its own assessment to determine pupils' ability which is judged to be broadly average. Standardised test data provided by the senior school indicate that the ability profile of the pupils is above the UK average.

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 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 and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

- 2.2 **The Standards relating to the quality of education [paragraphs 3–4] are met, but the Standard in paragraph 2 (2)(d) (ii) is not met because of the requirements of the host country.**
- 2.3 The curriculum policy takes account of the ages, aptitudes and needs of pupils. The breadth of the curriculum, combined with an extensive activity programme, provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Literacy, science and mathematics are emphasised with a particular focus within the timetable. Curricular provision is well planned and timetabled with suitable schemes of work.
- 2.4 The curriculum provides opportunities for pupils to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in Kenya and British society. Personal, social, health and economic education (PSHEE) encourage respect for other people in as far as is allowed by the laws of the host country, and suitable careers guidance are provided.
- 2.5 Children in the Nursery and Reception classes follow a programme covering the seven areas of learning of the UK's Early Years Foundation Stage (EYFS). The curriculum for other pupils in the primary school is based on the UK National Curriculum. In the senior school pupils follow a broadly based curriculum leading to international GCSE and A-level examinations with an added choice of some BTEC qualifications.
- 2.6 Teaching does not discriminate against those with protected characteristics, such as disability, race or religion. Teaching methods show understanding of the pupils' ability and is characterised by secure

subject knowledge and understanding, well-planned lessons and effective use of resources. It utilises a range of strategies and resources to promote pupils' interests and good behaviour and develop an understanding of British values. The school has a suitable framework to assess pupils' performance and progress and inform teaching.

- 2.7 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

- 2.8 **The Standard relating to to spiritual, moral, social and cultural development [paragraph 5 (a) and (b) (i) to (v) and (vii)] is met, but the Standard in paragraph 5 (b) (vi) is not met because of the requirements of the host country.**
- 2.9 The school has identified and established specific values that are actively promoted, and these facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. These principles enable pupils to develop self-knowledge, esteem and confidence as well as an understanding of how to become empathic citizens. The school ensures that principles are actively promoted which encourage respect for other people, in so far as is allowed by the laws of the host country. The school promotes tolerance, harmony and mutual respect between different cultural traditions through a balanced presentation of global issues.
- 2.10 The curriculum, and especially the PSHEE programme, together with the systems for pastoral care, all support the understanding of responsibilities and rights within the school community. Pupils know the expectations for behaviour; they can distinguish right from wrong and are able to accept responsibility for their behaviour. Pupils understand the importance of laws and justice and have respect for democracy and the democratic process.
- 2.11 Pupils are generous in their contribution to the lives of others, especially through their charity work, which is often initiated through the school council and with a strong focus on the local area.
- 2.12 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

- 2.13 **The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.14 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding, which emphasises protection from all kinds of abuse and harm, including the dangers of extremism, is appropriately implemented within the school. Policies and procedures are thorough, and all staff have received suitable up-to-date training at the appropriate level.
- 2.15 Good behaviour is promoted through PSHEE which is integrated into the curriculum and bullying is prevented so far as reasonably practicable. A system of rewards celebrates pupils' success and achievement and suitable sanctions are applied if the need arises. Health and safety requirements are met and overseen by management. Fire drills, evacuation and other checks are regularly carried out and recorded. Risk assessments are in place for all aspects of school life and staff receive appropriate guidance and training. The school's first-aid policy is appropriate, and staff have all been trained in first aid. Pupils are confident that they are looked after if they are unwell or injured.
- 2.16 The admission register and attendance registers are appropriately maintained. The premises are maintained to a suitable standard of safety and hygiene. All services are maintained and checked frequently as part of the board's expected procedures. There is a strategic approach to risk assessment and due care is taken to ensure the welfare, health and safety of pupils on school trips.

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

- 2.17 **The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.18 The school staff, proprietors and any other adults working with pupils have been appropriately checked to ensure suitability in accordance with Kenyan and UK requirements. A suitable central register of appointments is maintained and all historical omissions had been rectified before the initial visit as part of the review of recruitment procedures. Staff files include all required documentation.

Part 5 – Premises of and accommodation at schools

- 2.19 **The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.20 Suitable site management ensures that the premises are maintained to a standard commensurate with pupils' health and safety. Suitable toilet, changing facilities for pupils and appropriate accommodation for their medical needs are provided. The acoustics and lighting are appropriate and water provision is adequate and regularly checked. Suitable outdoor space is provided for physical education and outdoor play.

Part 6 – Provision of information

- 2.21 **The Standards relating to the provision of information [paragraph 32] are met.**
- 2.22 A range of information is provided or made available to parents and prospective parents. Contact details for the school, its headteacher and chairman of governors, as well as a statement of the school's ethos, are provided to parents. The safeguarding policy is posted on the school's website. The arrangements for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year are made available as are policies to explain the provision for those with special educational needs/disabilities (SEND) and English as an additional language (EAL). Parents are provided with termly reports of their own child's progress and opportunities to meet with staff each term. Particulars of the school's academic performance during the preceding school year, and its results in public examinations, are on the school website or are made available.

Part 7 – Manner in which complaints are handled

- 2.23 **The Standards relating to the handling of complaints [paragraph 33] are met.**
- 2.24 Details of the school's complaints procedure are made available to parents. Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage it allows for a parent to be accompanied, and the panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of the findings.

Part 8 – Quality of leadership in and management of schools

- 2.25 **The Standards relating to leadership and management of the school [paragraph 34] are met.**
- 2.26 Braeburn management board members provide suitable support and guidance for all departments in the school and they monitor the quality of procedures. School leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively, in order to meet the BSO Standards consistently. They actively promote the well-being of pupils.

2.27 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.

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 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 good.

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

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils are challenged more consistently across the curriculum and within lessons so as to enhance their progress and develop their problem-solving skills.
- Extend the use of information and communication technology (ICT) to facilitate pupils' learning and develop their competence in a wider range of applications.

The quality of the pupils' learning and achievements

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

3.5 The school meets its aim to provide an education of the highest quality to maximise academic, physical and artistic potential, whilst building positive and respectful relationships between pupils, parents, staff and the wider community. The pupils' success is significantly influenced by the work of school leaders and governors who provide challenge and impetus for the achievement of high standards. Throughout the school, pupils achieve good standards across the curriculum and build knowledge and understanding in all areas of learning. This is partly due to the exemplary attitudes of pupils and their overwhelming enthusiasm, as well as effective teaching and generally well-planned lessons which are supported by a broad and integrated curriculum. Most parents who responded to the pre-inspection questionnaire were pleased with the progress their child made at school. A key factor in pupils' success is the school's highly effective provision for EAL, since a significant number of pupils start school with

very little knowledge of English and many join throughout the year groups. The support they are given ensures that they can access the curriculum successfully.

- 3.6 Pupils display well-informed knowledge and understanding across the curriculum; for example, senior school pupils were able to use key terminology to explore their own and others' understanding and knowledge of fossil fuels and, in geography, showed good social awareness when discussing China's one child policy. Primary pupils showed a good understanding of the conditions needed for iron to rust. On questioning, they showed thorough understanding of fair testing and were able to confidently suggest how they could have improved their experiment. They made sound predictions and followed them through by observing their results over time.
- 3.7 Pupils respond to a variety of learning stimuli in connection with the lesson content using key terminology and explore their own and others' knowledge and understanding, supported to do so through careful lesson planning, regular assessment and their own motivation to learn and work hard. Pupils are able to work particularly well collaboratively with progressive effectiveness as they move through the primary school and into the senior school, and use this skill to develop their knowledge and understanding of the curriculum. Pupils display excellent physical skills when participating in their physical education and they enthusiastically take part in their lessons. Pupils with SEND and EAL gain confidence due to the highly effective support they receive.
- 3.8 Achievement in the EYFS is at least good. Children make excellent progress in their learning and development relative to their starting points, abilities and needs. In the primary school, pupils' attainment is judged to be in line with UK age-related expectations based on inspection evidence drawn from lessons, a scrutiny of work and checks of school data. This level of attainment indicates that pupils make good progress over time. The following analysis relates to pupils' performance in public examinations in the years 2015 and 2016, these being the most recent years for which comparative data is currently available. Results in IGCSE examinations have been similar to world wide norms. This level of attainment, together with other inspection evidence and the standardised measures of progress available, indicate that pupils make good progress over time, in relation to those of similar ability elsewhere. Pupils enter the sixth form with differing linguistic experiences and from different backgrounds. Their level of attainment is thus variable because the ability profile and backgrounds of cohorts varies from year to year. Results in 2015 and 2016 in A-level examinations were in-line with the UK national average. The data provided by the school shows that the school has maintained these results in 2017, and in some cases improved on them. Scrutiny of pupils' work and lesson observations confirm that pupils make good progress.
- 3.9 At all ages, pupils demonstrate excellent communication skills. This is a strength throughout the school. Pupils are articulate and mature, sharing and presenting ideas thoughtfully. The youngest pupils express themselves with increasing confidence because their environment is rich in oral language. In Reception, for example, a child confidently explained and instructed the class on how to make a paper aeroplane and then patiently supported their efforts in order that they achieved success. The extensive approach to collaborative learning across the school allows pupils to discuss topics, reason and debate before confidently presenting their work to their peers or teacher. Older pupils imaginatively expanded descriptions of picture prompts using their knowledge and understanding of figurative language to enhance the quality of their work. They are excellent, patient and respectful listeners and put forward their arguments cogently. Pupils are comfortable expressing their ideas orally both in the classroom and within larger forums such as debates, assemblies and drama productions. The pupils are keen to develop their speaking skills in modern foreign languages and do so through role play and basic conversations. Key terminology is used confidently, and pupils can write fluently.
- 3.10 In the EYFS, children quickly gain knowledge of the sounds that letters make and begin to write independently with glee when they realise that that they can now express their ideas. This enthusiasm for writing progresses throughout the school. Primary school pupils write imaginatively and use excellent descriptive vocabulary. Work scrutiny highlighted a high level of competency in written

English and progression in the language over time for those pupils with EAL. Pupils read with enthusiasm and quickly develop fluency and comprehension. In the EYFS, numeracy skills are developed through play and exploration and children quickly recognise numbers and understand their order. Children readily use numbers in their activities and rapidly recognise the importance of being able to count and recognise numerical quantities. They relished the opportunity to count in Swahili during their activities on Swahili day and are proud of their efforts to begin to solve numerical problems. They are beginning to estimate time, as in when they had to decide how long it would take for their teddy bear biscuits to dissolve. In the primary school, the pupils' numeracy skills are good in relation to their ability. They are extremely fluent with their knowledge of number bonds and place value and show rapid recall of addition facts involving three-digit numbers. They are able to add, subtract, multiply and divide mixed numbers with confidence and apply their knowledge of the order of operations to create their own complex problems. In the senior school, pupils are confident in the use of numbers as data and, for example, tabulate sets of results to form graphs and record information very effectively. Pupils ably apply their numeracy skills to other curricular areas, enabling them to compute and process accumulated data and propose hypotheses and draw conclusions, using excellent measuring and calculating skills. In most lessons, teaching encourages original thought by allowing time for pupils to solve problems for themselves, enabling pupils to demonstrate a strong understanding of numerical concepts. However, this encouragement is not consistent throughout the school and pupils' problem solving and independent thinking skills are sometimes underdeveloped.

- 3.11 Pupils' show sound competence in their use of ICT and use it confidently and effectively to research topics using a range of software, some of it carried out independently in their own time. Pupils demonstrate they have the necessary skills to use ICT provision to improve their learning, although limited opportunities to use ICT within the curriculum means that their skills and competence to use a wide range of software applications is underdeveloped.
- 3.12 Pupils develop effective independent study skills across all areas of the curriculum in both the primary and senior schools. They are highly competent in synthesising information when researching and collating facts and they ably respond to the opportunities provided to hypothesise and analyse information and to draw conclusions. They show high levels of concentration, whilst applying their research and investigative skills, in order to achieve the objectives of the lesson, for example, when studying the worlds' mountain ranges, or exploring the social issues regarding the use of mobile phones. Pupils acquire knowledge rapidly and recount their understanding of it in question and answer sessions. However, pupils' ability to deepen their understanding through problem solving and creative practical activities, is limited through occasional lack of challenge and missed opportunities in class and within the curriculum. Pupils respond well to their teacher's suggestions and can reflect upon the strengths of their study skills and areas that they may need to develop further.
- 3.13 Through the many extra-curricular activities available throughout the school, pupils are able to discover and develop individual talents and interests and achieve a good level of personal success. Senior school pupils enjoy a considerable range of successes in academic competitions and sporting tournaments. Many pupils in both the primary and senior school reach high standards in performing arts, music, art, ICT, English writing, community service and sport and these achievements are recognised within the school community. A number of pupils enjoy opportunities to excel in arenas beyond the school. These include academic competitions such as the World Scholars' Cup and the Model United Nations and International Maths Challenges. Pupils gain confidence and assurity afforded them within performing arts and many have achieved success in external examinations.
- 3.14 Pupils are well motivated to learn and find enjoyment in the majority of their lessons and approach new learning with openness and enthusiasm. They are supportive of their peers and are willing and effective collaborative learners. From the earliest age, pupils work together harmoniously, respecting each other's personal strengths and vulnerabilities. Pupils in both the primary and senior school competently share and discuss their best work and present it to their peers. They are attentive in lessons, particularly when teachers have established clear boundaries and high expectations for

listening and behaviour. Extensive opportunities to work collaboratively mean that they excel in group work, with many taking distinct and agreed roles when carrying out tasks.

- 3.15 The pupils' involvement in projects and opportunities incorporated within the extra-curricular programme, many of which are pupil-devised and pupil-led, reflect their high level of initiative and independence. A recent drama production written, directed and acted solely by sixth-form pupils was a great success and demonstrated their drive, determination, initiative and commitment.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils develop excellent self-knowledge and confidence which is underpinned by constructive relationships between them and their teachers and a strong pastoral system. This is also due to the effective support and monitoring provided by pastoral leaders and managers. In the questionnaire, most parents agreed that the school provides good pastoral guidance. Although a small number of pupils disagreed, most pupils felt that staff showed concern for them as a person. Within the EYFS there is a strong ethos of respect and affirmation resulting in children who feel safe and secure. Children smile and are happy and contented. They are actively involved with the staff and each other. The positive approach of staff and the enabling environment ensure that all children develop positive self-esteem, confidence and resilience, because staff provide activities that encourage independence and exploration. The strong focus on language development ensures that pupils with EAL are comfortable in their environment and happy to join in all activities.
- 3.18 During interviews and through observations, pupils throughout the school demonstrated a high level of resilience and self-knowledge. Their evident self-discipline is promoted by an effective code of conduct and high expectations from teachers. Across the school, pupils exhibit a natural friendly openness. Staff know pupils very well and structured handovers throughout the school ensure that they are well prepared for their transitions within the school.
- 3.19 Younger children in the EYFS quickly learn to make decisions since, through daily routines and planned activities, they are regularly encouraged to choose their own activities and in collaboration with their peers, make decisions whilst choosing resources and deciding on roles. They enthusiastically make choices in the books that they look at as they take full advantage of the plentiful resources on offer. Older pupils respond well to teaching that supports rather than provides direct answers, further promoting pupils' ability to consider their own opinions and feelings. In the few lessons when teaching provides fewer opportunities for critical thinking and independent decision-making, pupils quickly lose interest and become passive.
- 3.20 Senior school pupils appreciate the support they are given in their examination preparation and choices. They respond well to praise and also to constructive criticism and they value the comments their teachers make when marking their work. The pupils are regularly asked to self-evaluate or mark each other's work, and in doing so can articulate what they need to do for further improvement. Senior school pupils value the beneficial information, support and advice they receive from a variety of sources, including the staff, outside speakers and ex-Braeburn pupils, and they acknowledge this enables them to make realistic and logical decisions about choice of career or university.
- 3.21 Pupils are strongly committed in extra-curricular activities where they show excellent levels of initiative and effort. This is clearly shown through events such as the Year 9 creative arts week, and the production 'Rumours' where the pupils managed the whole production from acting in and staging the play, to marketing and selling the tickets. Pupils show considerable sensitivity towards those less fortunate than themselves and appreciate their involvement in community service projects, both locally in Nairobi or further afield in support of a children's home in Mombasa. They understand the importance of these projects and are proud of their contributions. All pupils thrive on an abundance of opportunities to take calculated and managed risks, including during trips and excursions which

involve outdoor and adventurous learning. They work together, valuing each contribution whilst gaining confidence and independence as they respond to challenges set. The pupil body demonstrate a strong social conscience, and this promotes a school atmosphere of reflection and honesty. Involvement in assemblies and inter-school activities such as Model United Nations and the World Scholars' Cup facilitates opportunities for the development of self-confidence, self-resilience and self-discipline.

- 3.22 Pupils of all ages demonstrate a mature ability to appreciate fully the non-material aspects of life. They have respect for their environment and can communicate well their sense of connection with their surroundings. Music, art and drama are developing well across the school, with a range of activities that engages the students through creativity and nurtures their appreciation of aesthetic beauty. Pupils are strongly reflective and take full advantage of the quiet areas of the school to read and talk. The pupils show respect for and tolerance of pupils from other cultures and religions. The presentations they receive in assembly help them to understand different religions, and in conversation they display a philosophical dimension to their ideas. Pupils demonstrate a clear understanding of shared responsibility as they take advantage of the wealth of opportunities for them to engage in projects for those in need, many of which are initiated by the pupils themselves. Such experiences nurture their spirituality and they are highly motivated to make a positive difference. The juxtaposition of the school with a recognised slum, and the pupils' direct regular involvement in community projects with the children therein, promote deep spiritual reflection and an understanding of human fate.
- 3.23 Pupils across the school demonstrate high moral standards and have clear knowledge and guidance on the concept of what is right and wrong, accepting responsibility for their own behaviour and their behaviour towards others. They are mostly attentive and well behaved in lessons, particularly when teachers have established clear boundaries and high expectations for listening and behaviour. The strong PSHEE curriculum reinforces this ethos within the school. The Braeburn five rules and laws are adhered to by the pupils; they are keen to reinforce a school culture which recognises positive behaviour and they feel empowered to have a voice in school rule changes, having had a considerable input into the recent rule change about mobile phone usage. It is clear that they all understand British values and the Kenyan rule of law. Pupils across the school are tolerant and understanding, and show mutual respect, irrespective of age or background. They understand their own responsibility to improve the lives of those far less fortunate than themselves. In the questionnaires pupils expressed concerns that staff are not always fair, sanctions are not consistent and pupils are not treated equally. Inspectors agreed with the lack of consistency and the need for clarity when sanctions are set.
- 3.24 Pupils are extremely socially aware and so are able to work effectively with others, including to solve problems and achieve common goals, both within and outside of formal lessons and do so productively. They are keen to involve one another during group work and show respect for all. This was particularly evident in the recent Swahili Day workshops where pupils were able to play traditional games together without conflict and with a great degree of enjoyment. A drama lesson, in which pupils worked collectively to produce a piece of physical theatre, also strongly demonstrated the very evident social support and relationship-building skills. High levels of mutual support amongst pupils are notable and they enjoy secure and enduring friendship networks.
- 3.25 Academic, extra-curricular and service projects across the senior and primary schools bring pupils together regularly, binding them through a common goal. Their obvious empathy skills, sense of fairness and tolerance ensure all pupils have an opportunity to be involved in school life on an equal footing. A number of students are involved in, and take great satisfaction from, improving the lives of other children in the local area who are seriously disadvantaged, and they work productively together within projects alongside them. An example of this is the recent renovation and vast improvement of a library within a public primary school located in the nearby slum in which a number of pupils also act as regular reading mentors.

- 3.26 Pupils' excellent contribution to the lives of those within the school, the local community and wider society is strongly underpinned by the school's aim to develop responsible citizens. In this, they are supported by school leaders and managers who promote this ideal clearly. Pupils take a pride in their school and they support each other through their daily interactions. In the primary school pupils are fully committed to supporting the school community through their responsibilities, such as play leaders and school council representatives and by acting as readers to lower year groups. They demonstrate a strong sense of responsibility towards each other and wholeheartedly engage in working with their younger peers on the mentor scheme.
- 3.27 In the senior school, pupils show a generosity of spirit and commitment of their time as they take on positions of responsibility as school senators, prefects or school council members, where pupils' concerns and ideas are shared, and their voice can be heard. Inter-house events enable every pupil to get involved in whole-school events.
- 3.28 From a very early age, pupils demonstrate a high level of respect for the international diversity within the school and treat everyone equally, celebrating their own ethnicity and that of others. Pupils of all nationalities, of which there are many, mix regularly within all aspects of school life and the pupils' sense of internationalism and cultural appreciation are a notable strength of the school. Pupils have an excellent understanding of the fact that different communities have different customs and beliefs and that these are to be respected and valued. A range of religious and cultural festivals are celebrated, and pupils can be seen exploring diversity within many lessons such as through their learning of languages and their studies in history and geography.
- 3.29 Pupils have an excellent understanding of how to keep themselves safe and healthy. Pupils feel safe at school and they say that the security is excellent. Younger children know that it is important to move around the classroom in a safe way. They are adept at using scissors safely and know the importance of washing their hands before their snack. Pupils understand the benefits of a balanced diet and regular exercise, and they are reminded of this through the well-structured PSHEE programme. Many respond positively to encouragement to bring in healthy packed lunches and snacks at playtime and they are supported in this by their parents. Pupils also know how to keep healthy and do so through their involvement in a broad range of sports and games. The pupils understand that the school encourages them to be mentally healthy. Pupils also understand that they need to be safe online and recognise the steps they can take to guard against cyber-bullying. Pupils worked together well and expressed their opinions cogently as a group when the student council were involved in writing a mobile phone policy.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited 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

Mrs Linda Donowho	Reporting inspector
Mr Mark Albini	Team inspector (Deputy head, IAPS school)
Mrs Penny Forsythe	Team inspector (Former head, IAPS school)
Mrs Christine Williams	Team inspector (Head of junior school, HMC/COBIS school, Italy)
Mr Chris Hall	Team inspector (Former Head of department, HMC school)
Mr Jason Lewis	Team inspector (Principal, international school, Uganda)
Mr Charles Ellison	Team inspector (Headmaster, Society of Heads school)