



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**Braeburn School**

**May 2022**

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## School's Details

<b>School</b>	Braeburn School			
<b>Address</b>	Braeburn School Gitanga Road Livington Nairobi Kenya			
<b>Telephone number</b>	+254 (0) 722 685575			
<b>Email address</b>	enquiries.braeburn@braeburn.ac.ke			
<b>Primary headteacher</b>	Mr Warwick Bailey			
<b>Secondary headteacher</b>	Mr David Dunn			
<b>Proprietor</b>	Braeburn Schools Ltd			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	943			
<b>Primary School</b>	<b>EYFS</b>	102		
	<b>Juniors</b>	395	<b>Years 7 to 8</b>	141
<b>Secondary School</b>	<b>Years 9 to 11</b>	216	<b>Sixth Form</b>	89
<b>Inspection dates</b>	Inspection:	9 to 10 May 2022		
	Follow-up inspection:	5 July 2022		

## 1. Background Information

### About the school

- 1.1 Braeburn School is an international co-educational day school. It was established in 1979 on the edge of an informal settlement and residential area, near to 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, the school now consists of a primary school for pupils from EYFS to Year 8 and a secondary school for pupils in Years 9 to 13, each with its own headteacher. 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.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by national government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school aims to nurture a caring and supportive environment in which each pupil can flourish. It fully acknowledges the value and individual needs of all pupils and actively values and celebrates diversity. It seeks 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

- 1.4 Pupils come from both expatriate and local families with parents working in a range of businesses, organisations and professions. 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 218 pupils as having special educational needs and/or disabilities (SEND), 119 of whom receive additional specialist help. English is an additional language (EAL) for 276 pupils, of whom 61 receive support for their English. Standardised test data provided by both the primary school and the secondary school indicate that the ability profile of the pupils is broadly average for those pupils taking the same tests.

## 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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas.** The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

**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. The school's previous inspection was in June 2018.

## 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.**

### Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1, 2(a)–(d)(i) and (e)–(i), 3 and 4] are met, but the standard in paragraph 2(2)(d)(ii) cannot be 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 provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education and a good understanding of English. Literacy, science and mathematics are emphasised with a particular focus within the timetable. Curricular provision is delivered in English and is well planned and timetabled with suitable schemes of work.
- 2.4 Children in the Early Years follow a programme which is based on the UK's framework for the Early Years Foundation Stage (EYFS), learning through indoor and outdoor play-based activities which aim to develop their social, communication and physical skills. Children also have timetable lessons in physical education, swimming and music taught by specialist teachers. In Years 1 to 9, pupils follow a programme which is largely based on the English National Curriculum, but pupils are given the opportunity to learn from their context in East Africa. There is a strong focus on the core subjects of English, mathematics and science, but a broad and balanced curriculum includes drama, music, art and sport. In addition, all pupils learn French and Kiswahili with the addition of Spanish from Year 7. In Years 10 and 11, pupils are prepared to sit examinations for the International GCSE (IGCSE). Pupils usually take nine IGCSEs, which include mathematics, English language, English literature and at least one science and then can select other subjects from a wide range of options including three sciences, humanities and other language, creative, technical and performing arts. Pupils in the sixth form may study an A-level programme of 3 or 4 subjects or a mixture of A level and BTEC Sport or BTEC Business.
- 2.5 Almost all parents who responded to the pre-inspection questionnaires agreed that the range of subjects is suitable for their children, and that they are pleased with their children's progress in learning English. A very large majority of pupils agreed that the school gives them the opportunity to learn and make good progress and that teachers are supportive and helpful. Inspection evidence from pupils' performance in lessons and in their work supports these views. Inspection evidence found some examples of an inconsistent approach to marking and feedback.
- 2.6 Support for pupils with SEND and those for whom English is an additional language is provided both through targeted withdrawal and in-class support. Pupils are provided with opportunities to extend their skills and talents, which includes the provision of additional classes and extension opportunities for more able and talented pupils, as well as intervention and support provision as required. The school offers an extensive range of extra-curricular activities which provides opportunities for pupils to gain additional skills, and most parents and pupils expressed their satisfaction with the variety available.
- 2.7 The curriculum provides opportunities for pupils to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in Kenyan and British society. Personal, social, health and economic education (PSHE) encourages respect for the protected characteristics of age, disability, pregnancy and maternity, sex, race, religion or belief, but the promotion of certain aspects relating to gender reassignment, marriage and civil partnership and sexual orientation are precluded by local legislation. Up-to-date careers guidance is provided by a careers and university admissions adviser.

- 2.8 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.

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

### **2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5(a) and (b)(i)-(v) and (vii)] is met, but the standard in paragraph 5(b)(vi) cannot be met because of the requirements of the host country.**

- 2.10 The Braeburn Circles, which are on prominent display, focus on the development of confident individuals, responsible citizens and learners who enjoy success and promote inclusivity and respect. These values are actively promoted, and 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. Almost all parents who responded to the pre-inspection questionnaire confirmed that the school promotes an atmosphere that actively supports their children's personal development. 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. This was confirmed by both pupils and parents in their responses to the questionnaires and at interview. The school also promotes tolerance, harmony and mutual respect between different cultural traditions through a balanced presentation of global issues and celebrations of various cultural activities such as Chinese music and Bollywood dancing.
- 2.11 The curriculum, and especially the PSHE 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. They offer mature views on the upcoming national election. Older pupils provide excellent role models for their younger peers.
- 2.12 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. Community service is a popular extra-curricular activity for the more senior pupils, who are currently raising money to provide resources for local schools.

## **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 Safeguarding, which emphasises protection from all kinds of abuse and harm, including the dangers of extremism, is appropriately implemented in most areas within the school. Policies and procedures are thorough, and all staff have received suitable up-to-date training at the appropriate level. The safeguarding policy has been revised to take account of the most up-to-date guidance for schools in the UK. In interviews, pupils were clear that they had a choice of staff who they could talk to and that there is a culture of teachers listening to pupils.
- 2.15 At the time of the inspection, the single central register of appointments showed that not all of the required checks had been carried out for new members of staff before starting work, and references had not been obtained for all members of staff. Since then, the school has tightened its procedures and ensured that references have been obtained and all relevant checks have been undertaken on all new staff before they start work.

- 2.16 Good behaviour is promoted through PSHE 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. Younger pupils may be rewarded with extra playtime, certificates and merits. The house system plays an important role for older pupils with house points, certificates and vouchers being used effectively to recognise both academic and personal achievements. Suitable records are kept of pupils' misbehaviour, and any incidents of alleged bullying are investigated. Health and safety requirements are met and overseen effectively 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 and associated procedures are appropriate, and sufficient staff have been trained in first aid. Pupils are confident that they are looked after if they are unwell or injured.
- 2.17 The admission and attendance registers meet local requirements, are backed up and are retained for the appropriate length of time. The proprietor maintains clear oversight of health and safety, and policies and practice are thorough, meeting the requirements of the Kenyan authorities and are in accordance with requirements for schools in England. The premises are kept to a good standard of safety and hygiene. All services are 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**

- 2.18 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.19 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. At the time of the original inspection not all these checks had been undertaken before the member of staff started work with pupils. A central register of appointments is maintained but at the time of the original inspection not all the required information had been recorded and such information was not available in staff files. On the follow-up inspection, procedures for the recruitment of staff had been reviewed and all recent appointments have been made with all required checks undertaken before any member of staff started working with children. Files for these staff contain all the required information.

#### **Part 5 – Premises of and accommodation at schools**

- 2.20 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.21 Suitable toilet, washing and changing facilities are provided for pupils of all ages and are well maintained in a clean condition. Appropriate accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are well maintained in good condition and regularly checked to confirm that, so far as is reasonably practical, the health, safety and welfare of pupils, staff and visitors are ensured. Acoustic, sound insulation and lighting conditions are suitable. Suitable drinking water facilities are provided and clearly marked as such. Pupils have generous outdoor space for physical education and play with a large playing field, an all-weather surface, squash, tennis and badminton courts and a swimming pool as well as areas for playing and socialising.

#### **Part 6 – Provision of information**

- 2.22 The standard relating to the provision of information [paragraph 32] is met.**

- 2.23 A range of information is provided or made available to parents and parents of prospective pupils. 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 children'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 made available to parents on request.

## **Part 7 – Manner in which complaints are handled**

### **2.24 The standard relating to the handling of complaints [paragraph 33] is met.**

- 2.25 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**

### **2.26 The standard relating to leadership and management of the school [paragraph 34] is met.**

- 2.27 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 most of their responsibilities effectively, in order to meet the BSO standards consistently. They actively promote the well-being of pupils. At the time of the original inspection, not all regulations relating to the recruitment of staff and proprietors were met. However, at the follow-up inspection these were all in place and recruitment procedures were suitably rigorous.

### 3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with members of the proprietorial board, 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 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 Serena Alexander

Reporting inspector

Mr Graham Sims

Assistant reporting inspector