



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn Mombasa

June 2018



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SCHOOL'S DETAILS

School	Braeburn Mombasa School			
Address	Braeburn Mombasa International School Bamburi Mombasa Malindi Road PO Box 83009 80100 Mombasa Kenya			
Telephone number	+254 (0) 20 2026156			
Email address	enquiries@braeburnmombasa.co.ke			
Headteacher senior school	Mr Peter Barnard			
Headteacher primary school	Mr Tom Craven			
Chair of governors	Mr Rob Willians			
Age range	2 to 18			
Number of pupils on roll	181			
	Boys	93	Girls	88
	Day pupils	176	Boarders	5
	EYFS	51	Juniors	81
	Seniors	42	Sixth Form	7
Inspection dates	19 to 22 June 2018			

1. Background Information

About the school

- 1.1 Braeburn Mombasa is a co-educational day and boarding school for pupils between the ages of 3 and 18 years. It was originally based at the Shanzu, Mombasa. The school was formerly called Mombasa International School and owned by a local company. In 2012, a newly built school then opened in the Bamburi, Mombasa area on a 22-acre site and became part of 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. The school provides separate houses for boys and girls as weekly boarders.

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 whilst providing an education of the highest quality to maximise their academic, physical and artistic potential and future prospects. It aims to build positive and respectful relationships between pupils, parents and staff and the wider community, whilst promoting 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 23 nationalities and differing ethnic backgrounds is represented within the school. Approximately one-half of the pupils are Kenyan. Boarders come from the local area. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. No pupil in the school has an educational health care (EHC) plan. Although the majority of pupils have English as their first language, most are bilingual in their home language as well. The school has identified six pupils with English as an additional language (EAL), and four receive specific 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, and broadly average in the sixth form.

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 a broad 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 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 are allowed by the laws of the host country, and suitable careers guidance is 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 technical qualifications.
- 2.6 Teaching methods show understanding of the pupils' ability and are characterised by secure subject knowledge and understanding, generally well-planned lessons and effective use of resources. The

teaching utilises a range of strategies and resources to promote pupils' interests and good behaviour. Teaching does not undermine fundamental British values, such as democracy and tolerance, and does not discriminate against pupils because of their protected characteristics such as gender, race or disability. 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 enable pupils to develop self-knowledge and confidence as well as the ability to distinguish right from wrong. Pupils are encouraged to take responsibility for their behaviour. Pupils understand the importance of laws and justice and have respect for democracy and the democratic process. 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. 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 and mutual respect between different cultures and traditions through a broad and balanced presentation of global issues.
- 2.10 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.
- 2.11 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

2.12 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.13 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.
- 2.14 Good behaviour is promoted through the PSHEE programme 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. There is a strategic approach to assessing risk and risk assessments are in place for all aspects of school life. Staff receive appropriate guidance and training in this area. 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. The admission register and attendance registers are appropriately maintained

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

- 2.15 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.16 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. An appropriate 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

- 2.17 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.18 Suitable site management ensures that the premises are maintained to a standard commensurate with pupils' health and safety. Suitable toilet and 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. Pupils are appropriately supervised and due care is taken to ensure their welfare, health and safety on school trips. Suitable outdoor space is provided for physical education and outdoor play. Accommodation provided for boarders is appropriate.

Part 6 – Provision of information

- 2.19 The Standards relating to the provision of information [paragraph 32] are met.**
- 2.20 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 otherwise made available.

Part 7 – Manner in which complaints are handled

- 2.21 The Standards relating to the handling of complaints [paragraph 33] are met.**
- 2.22 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

- 2.23 The Standards relating to leadership and management of the school [paragraph 34] are met.**
- 2.24 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.

- 2.25 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 Boarding is well managed and there is a clear statement of boarding principles and practice available to boarders and their parents. This promotes positive behaviour, equality of opportunity, and relationships and respect for one another. The boarding handbook outlines practice and gives comprehensive guidance for boarders including contact with their parents and safety of their possessions. The school has an induction programme for boarders and this includes all information with regard to fire precautions, medical arrangements and security.
- 2.28 The school complies with all required health and safety laws and all required recruitment checks are carried out prior to staff starting work. Supervision of boarders is appropriate: there are always two staff available in the boarding house and boarders can access them for help if required. Boarders' health care is effective.
- 2.29 Accommodation is suitable with adequate toilet and washing facilities. Heating and lighting are appropriate, and the boarding house is well maintained.
- 2.30 Boarders are provided with food of appropriate quality and variety and have facilities to prepare snacks if needed but generally these are supplied by the caterers. Drinking water is always available. A member of the boarding community sits on the school council and regular boarding meetings ensure that boarders views are heard. Boarders have access to all the school facilities during their free time and together they agree their activities. The boarding houses do not operate a prefect system. A suitable complaints procedure is in place.

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. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Creche	Under 3s
Foundation Stage 1	Nursery
Foundation Stage 2	Reception

Key findings

- 3.1 The quality of the pupils' learning and achievement is good.
- 3.2 The quality of the pupils' personal development is good.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that lesson tasks provide sufficient challenge and variety to fully engage the interest of pupils and ensure their progress.
 - Provide more consistent and effective opportunities for pupils to further develop their decision-making skills.

The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is good.
- 3.5 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 positive attitude of most pupils and their enthusiasm particularly for whole-school activities, as well as effective teaching and generally

well-planned lessons which are supported by a broad and integrated curriculum. The pupils' success is significantly influenced by the work of school leaders and governors who provide challenge and drive for the achievement of good standards. However, in lessons where opportunities for discussion and collaboration are limited, pupils' interest and engagement wane and, consequently, their progress slows. This was supported by a small minority of pupils responding to the pre-inspection questionnaire.

- 3.6 Achievement in the EYFS is at least good. Children make good 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 worldwide 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. The ability profile and backgrounds of cohorts entering the sixth form vary from year to year and the very small numbers taking A-level examinations make statistical comparisons unreliable. Although recent results in A-level examinations were below the UK national average, additional data provided by the school and scrutiny of pupils' work and lesson observations confirm that this very small cohort makes good progress overall. Pupils entered for a range of technical qualifications have been very successful in gaining distinctions, with one commended to be the International student of the year and winning a leader of the year award.
- 3.7 Pupils acquire knowledge, skills and understanding effectively in the majority of their lessons and are supported to do so by teachers who know their pupils' individual needs. EYFS children gather knowledge at a rapid speed as they explore and investigate the many activities provided with confidence and a sense of purpose. Pupils throughout the school make good progress with their linguistic and mathematical skills. They gain a keen knowledge of languages through English, French and Kis Swahili and contribute to lessons with confidence and a sense of purpose. Scientific skills are strong, and pupils are inquisitive and eagerly ask questions to increase their knowledge as they explore and investigate in the many activities provided for them. Primary pupils showed a good understanding of fair testing when devising a method to test the effects of heat on the performance of a ball, debating in small groups and deciding on their method. Creative skills develop well and are nurtured through a wide range of extra-curricular activities including art, drama, music and dance. Physical skills are well developed across a wide range of activities. In the EYFS children's physical skills develop particularly well through yoga, physical education (PE) and swimming. Pupils with SEND and EAL make similar progress to their peers of equivalent ability.
- 3.8 Overall, pupils' communication skills are good. Pupils of all ages including the very youngest communicate confidently with adults and one another. The strong focus on language, particularly for children with EAL, is a key factor in this. Nursery children were able to name and describe correctly the many wild animals in the jungle role-play area. They enjoyed making the noises of the various animals and love to listen to jungle stories and join in the various parts. Reception children confidently relayed the rules for playing in the pizza café and joined in the story of the little red hen with enthusiasm. In the EYFS, children have a strong understanding of the sounds letters make and apply these well in their writing and reading. They have a delightful love of books and stories and are given many opportunities to feed this enjoyment. They peruse the books in the library, intent on finding a perfect book to borrow and share the books with their peers. The frequent and encouraging opportunities to put forward their ideas and ask questions ensure that their speaking and listening skills are excellent. In the primary school, pupils ably adapt their communication skills to a wide range of audiences. They confidently described the importance of the elephant dung paper project and the process with clarity and understanding of its importance in saving the elephant population. For example, high levels of communication within role play through actions and voices were observed

when pupils re-enacted excerpts from 'The Paper Dolls' and then 'played tennis' with the various sections of the story, 'batting' phrases back and forth against another team whilst exploring the vocabulary. Pupils' reading and writing skills are generally good and develop quickly as they progress through the school. Older pupils become secure in their writing and write both meaningfully and creatively. Senior school pupils can verbalise their thoughts proficiently and, in many lessons, they demonstrate good listening skills, asking searching questions and showing an ability to interpret and understand other's ideas. They are willing to discuss and debate with teachers and peers when given the opportunity, and ask questions to clarify points when needed, and pupils were able to explain their methods clearly using simple mathematical language to peers when solving mathematical problems. Extra-curricular opportunities, such as the Model United Nations and drama, help to build confidence and skills in public speaking. Written communication is clear and well structured though the opportunities for more creative writing outside of English are at times limited by the use of worksheets and therefore pupils' skills are limited particularly in extended writing.

- 3.9 In the EYFS, children recognise numbers from an early age. By the time they reach Reception they are using this knowledge to solve problems effectively, for example using different methods to equally share amounts between groups of people, including the use of halves in their solutions. In the junior school, pupils develop their numeracy skills well. They are particularly adept at applying their good levels of numeracy to problem solving and investigations, using appropriate mathematical language to explain their work. Senior pupils are skilled at learning more complex methods and techniques and develop their ability to apply these through practice and an increasing ability to analyse, interpret problems and develop answers to more complex questions. A strong mathematical understanding ably supports their sciences; for example, pupils understood how to balance a chemical equation by the recognition of common factors.
- 3.10 Pupils in the junior school display good ICT skills and use a good range of resources at a competence appropriate to their age. They develop a strong understanding of internet safety from an early age. Junior pupils do not fully develop their ICT competence to enhance their learning, as there are relatively few opportunities to apply their skills across the full range of other subjects, resulting in slower progress in ICT. However, pupils do research information and synthesise information from the internet for their work. Senior school pupils are confident users of ICT and use their skills effectively and for research. The coding club enables those with an interest to develop skills outside of the curriculum with some success in the young programmers' competitions.
- 3.11 In the junior school, children develop their study skills appropriately throughout the year groups. Children in the EYFS develop enquiring minds and begin to make predictions in their activities and are delighted when they are right. Even the youngest children are making predictions when asked 'what do you think will happen' in their investigation of objects floating and sinking. Older pupils analyse data to good effect and in the older classes can make appropriate hypotheses. They respond well when required to think independently to solve problems using a wide range of sources. In the senior school, pupils enhance their study skills competently, increasingly showing initiative in taking responsibility for their learning as they progress through the school. They recognise the benefits of learning from making mistakes as they diligently review their exam papers, resolve errors and consider their future revision programme. In the best lessons, pupils' self-discipline is good, and progress is good and often excellent. However, on the few occasions when teaching presents insufficient opportunities for critical reasoning, pupils become passive and progress is limited. In those lessons where the teachers' joy for their subject is evident, this has a positive influence on pupils' enthusiasm.
- 3.12 Outside of the classroom, pupils gain valuable skills from a wide range of clubs and societies such as sports practices, subject support sessions and sports leadership courses. Sports leaders learn to organise as well as lead, for example organising the junior sports day. A significant number of pupils have completed the sports leadership programme, many gaining distinctions. They now share their skills by supporting younger pupils in after-school activities, reflecting their high level of initiative and independence.

- 3.13 Both younger and older pupils develop their ability to research, analyse, debate and make presentations confidently through the Model United Nations (MUN) programme, with older pupils becoming skilful at mentoring younger ones which is mirrored by a very strong mentoring system throughout the school.
- 3.14 Pupils have notable success in mathematics competitions, Young Programmers in computer programming and sporting events in both local and national competitions, including swimming in which a current pupil is the Kenyan national record holder for the under-8 butterfly swimming event. Other awards have been gained in ballet, speech and drama and taekwondo. Pupils with special talents are invited to events in Nairobi, and pupils who are involved in the MUN show considerable strengths in public speaking and debating when they attend conference events where the pupils' input is generally voted for positively.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is good.
- 3.16 Pupils throughout the school, including the youngest, are highly self-confident, well motivated and self-aware. In the EYFS, there is an ethos of respect and understanding, resulting in children who feel safe and secure and show determination to complete a task. They know when to ask for help and when to persevere on their own. They thrive on challenge and approach activities with enthusiasm knowing that they are in safe hands if they find things difficult. They quickly gather the skills they will need as they move through the school, ensuring that all children develop positive self-esteem confidence and resilience. The small number of pupils who board say that the experience greatly improves their confidence and independence as a result of their boarding experience. They quickly learn to live harmoniously with pupils of all ages and older boarders are confident that it prepares them well for the next stage in their education.
- 3.17 Pupils demonstrate confidence in their lessons, interacting and engaging with others, adults and peers alike; they are resilient in their learning and display a willingness to support each other. They set themselves targets and know what they need to do to improve their work and move their learning to the next stage. They respond positively to marking comments and say that they find these helpful and highlight their progress and areas to be improved. They value the regular reporting from testing and allied self-assessment knowing that it enables them to clearly see their progress. Undertaking activities in mixed groups across the school, for example the environmental treasure hunt and the house Scottish dancing competition, enhances pupils' self-esteem and older pupils delight in taking responsibility for the younger ones.
- 3.18 Overall, children understand well that the decisions they make are important determinants of their own success and well-being. In the EYFS, children respond to challenge with exuberance, whether being able to build with construction materials or solving a numeracy problem. Together with their friends, they decide on their activities and happily move from one activity to the other. When given the opportunity, primary pupils make decisions for themselves. This is particularly notable when they worked with younger pupils in their roles alongside senior pupils, as sports leaders and as leaders in house competitions; or when working in groups or in pairs, as seen when pupils decided together on the most practical bricks to use in building a wall, following on from a recent field trip that focused on brick making. They develop a growing independence as they progress through the school and this is further accelerated through group work, pair work, investigations, trips and open-ended tasks. Senior school pupils confidently make decisions in the school council meetings and when deciding on their representatives; however, opportunities for decision making in lessons and other activities are not consistent across subjects and often teachers neglect opportunities to further develop pupils' decision-making skills. Pupils demonstrate a mature understanding of their personal freedom in the decisions they can take at each stage of their development. This is a result of the many leadership opportunities, and due to the guidance they receive for major roles such as house captains, mentors

and prefects. As they move through the senior school they confidently make considered choices in the subject they take and the career paths they wish to follow.

- 3.19 The spirit of openness in the school which filters down from the leadership, results in pupils who are open-minded and curious about others and the world around them. Younger children demonstrate an eagerness to learn and are beginning to articulate their feelings. In support of the school's aims to provide a friendly environment nurturing personal growth, pupils feel that they are each an important part of the school community and this is a strength of the school. Pupils of all ages demonstrate a strong ability to appreciate the non-material aspects of life and their environment. Pupils showed a notable empathy and understanding of social issues as they thoughtfully discussed water issues around the world and how others are affected by water shortages. The whole school beach cleaning activity, as part of Environment Day, was a testimony to pupils' appreciation of their environment and reflected the Braeburn Circles which encourage pupils to become responsible citizens. Pupils display a keen aesthetic sense in their art and their enthusiastic response to whole-school music events; for example, older pupils explained how the art they were working on allowed them to try and express their feelings to others, and in the EYFS production children displayed a joy of singing together.
- 3.20 Throughout the school, pupils demonstrate a strong sense of morality and a high level of understanding of feelings, forgiveness, and right and wrong. For example, in a lesson which focused on the story of Zacchaeus the tax collector, pupils debated a wide variety of moral messages effectively in the story and role played to express their feelings and demonstrated their personal views on morality. From an early age, pupils are taught to distinguish right from wrong and are supported in achieving correct behaviour choices through clear classroom and school rules. They understand that school sanctions reinforce when they have made mistakes. However, in the questionnaire and in discussions, a small minority of senior school pupils felt that in a few lessons there is a lack of consistency in applying rewards and sanctions. Pupils are kind towards others and accept responsibility for their own behaviour. They are mostly respectful of adults and peers alike. They are generally attentive and well behaved in lessons, particularly when teachers have established clear boundaries and high expectations for listening and behaviour. They clearly understand that there is a need for rules, both in school and in society.
- 3.21 Pupils are extremely socially aware and so are able to work effectively with others, including solving problems and achieving common goals. They do this by talking and communicating, learning through mistake, persevering and developing resilience and being clear what the common goals are. In the EYFS, collaboration is an integral part of their school day and children do this extremely well. They share, cooperate and include others in their play. Nursery children worked together in preparing a birthday party for an elephant and shared ideas on how to keep the tablecloth in place using bricks. Older pupils form very strong relationships with each other that extend beyond their year groups and through collaborative exercises such as mentoring, the role of the prefect or being part of the school council. In joint year sports teams, pupils recognise the need for supporting others if personal and collective ambitions are to be achieved, especially in the pupil mentoring system helping develop younger pupils' talents, skills and understanding.
- 3.22 Pupils gain an understanding of respect and a spirit of commitment in their involvement with the local community through charity and outreach work and show considerable sensitivity towards those less fortunate than themselves. They are outward looking, engaged and keen to make a difference. This is strongly encouraged by school leaders and managers and pupils develop strong leadership skills as they take responsibility to lead initiatives in supporting different charities, both local and national. There is a determination within the school that such charitable initiatives should be pupil led. Pupils are strongly, socially aware and enthusiastically raise money for a range of international charities through their own initiative, for example, School Aid, and Save the Rhino. Pupils are keen to make a difference; they speak sensitively about caring for the world and the environment and show compassion, goodwill and kindness. This desire to make a difference is strongly supported through the charity committee, which is made up of pupils and provides opportunities for pupils to suggest and

discuss charities to whom donations should be given, as well as appropriate projects to raise these funds. Pupils show a strong sense of responsibility and commitment through their involvement in Interact, a school charity club, which decides on charities to support, for example with the recent introduction of the Kitichapweza charity where a representative of the charity was interviewed by pupils before the decision was made.

- 3.23 Pupils strongly value diversity within society and treat everyone equally. They show respect for and appreciation of their own and other cultures and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. This is seen in their friendships across cultures, and through the way in which pupils respectfully speak about other cultures. They actively celebrate their own cultural identity and that of others and this is strongly supported by the school's leaders and managers so promoting values of democracy, respect and tolerance of those with different faiths and beliefs.
- 3.24 Pupils know how to stay safe and lead healthy lifestyles. In the EYFS, children enthusiastically join in any physical activities including swimming, PE and yoga. They develop their fine motor skills well through the many opportunities provided during the day and the imaginative activities provided. On-line safety is taken seriously by all age groups and pupils understand how to keep safe when on-line. Pupils say that the PSHEE programme is informative and offers many opportunities for discussion that enable them to understand the need to stay fit and healthy and be able to make sensible choices. Pupils understand the benefits of nutritious eating, and older pupils recognise the importance of considering options and consequences when making lifestyle choices.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of their work. They held discussions with members of staff and with chair of governors, 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

Mrs Linda Donowho	Reporting inspector
Mr Ian Adams	Team inspector (Deputy head, international school, Tanzania)
Mr Alan Cooper	Team inspector (Senior teacher, HMC school)