



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn Nanyuki International School

March 2023

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School's Details

School	Braeburn Nanyuki International School			
Address	Braeburn Nanyuki International School Cottage Hospital Road PO Box 1537 10400 Nanyuki Kenya			
Telephone number	+254 (0) 720 486604			
Email address	enquiries.nanyuki@braeburn.ac.ke			
Headteacher	Mrs Emma Gould			
Chair of Braeburn Schools Limited	Mr Mukesh Shah			
Proprietor	Braeburn Schools Limited			
Age range	2 to 13			
Number of pupils on roll	211			
	EYFS	58	Primary	133
	Years 7 and 8	20		
Inspection dates	13 to 16 March 2023			

1. Background Information

About the school

- 1.1 Braeburn Nanyuki International School is a co-educational day school. It is owned by Braeburn Schools Limited, whose directors are responsible for the governance of the school. The operational management of the school is the responsibility of the group's management committee. This is the school's first BSO and educational quality inspection by the Independent Schools Inspectorate.

What the school seeks to do

- 1.2 As a Braeburn School, it aims to actively value and celebrate diversity, nurturing personal growth by being proudly inclusive and truly international. The school strives to help the pupils discover the fulfilment that comes through learning, in a fun and caring environment. Additionally, it aims to inspire students to be confident individuals, responsible global citizens, and successful life-long learners.

About the pupils

- 1.3 Pupils come from families from around the Nanyuki region. These include a significant proportion of families who are only in the school for relatively short periods, especially those from the British Army Training Unit which is based in the town. The school's own assessment data show that the attainment of pupils is in line with those who take the same tests within Kenya and internationally. Around one-third of the pupils have English as an additional language (EAL), most of whom have a level of English that allows them to function in their classes. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND) whose needs are addressed through targeted interventions both within the classroom and through specialist input.

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 INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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.

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 in paragraphs 3 and 4 and most requirements of paragraph 2 are met. That relating to paragraph 2(2)(d)(ii) (personal, social, health and economic education) cannot be met because it is precluded by the host country's legislation.**
- 2.3 Throughout the school the curriculum is well planned. It is largely based on the National Curriculum in the United Kingdom with additional elements such as Kenyan history and Kiswahili. It is supported by long- and medium-term planning that takes into account the ages, aptitudes and needs of the pupils. Curriculum planning and schemes of work show that the curriculum covers all the requisite areas with a strong focus on mathematics and English, enabling pupils to make progress in all areas of development. A suitable range of extra-curricular activities further supports the school's curriculum provision. Fundamental British values are actively promoted, and the school pays appropriate attention to the protected characteristics except where Kenyan law precludes them from being met. Whilst not extensive, there is suitable careers guidance in place with a strong focus on next step, particularly next schools. Also, this assists in preparation for life in British society. There is a suitable personal, social and health education (PSHE) scheme of work in place, but certain elements relating to promoting respect for certain protected characteristics are precluded from being met because of the laws in Kenya.
- 2.4 Teaching is effective in enabling pupils of all ages and aptitudes to make progress. Teachers display good subject knowledge, and teaching styles and methods are generally effective. Pupils' positive behaviour is down to the teachers' high expectations which use a variety of strategies, including restorative justice, to bring out the best in their charges. Resources are used effectively by the teachers. The teaching ensures that fundamental British values are not undermined and does not discriminate against pupils who may have protected characteristics. Whilst the minimum requirements are met, some teaching does not always foster sufficient self-motivation and interest from the pupils.
- 2.5 There are effective assessment procedures in place that support pupils' progress and development. This includes progress tests in English, mathematics and reading.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

- 2.7 The requirements relating to spiritual, moral, social and cultural development, paragraph 5(a) and (b)(i) to (v) and (vii) is met, but the requirement in paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**
- 2.8 The school's main focus for spiritual, moral, social and cultural development comes from their programme for PSHE. This is further supplemented by form times and assemblies which ensure that fundamental British values are actively promoted. These values relate directly to many of the Braeburn values which underpin the personal development of the pupils. As a result, the pupils' self-esteem and self-confidence are strong, and they understand right from wrong showing good levels of morality. The school ensures that the social development of the pupils is given a high priority and pupils feel happy in their environment where they are safe and secure. Pupils develop an understanding of public institutions in England and develop a positive role as Kenyan citizens.

- 2.9 As an international school, there is a clear focus on the importance of respect for one another, and diversity and inclusion come naturally to everyone. Democracy is promoted through the school values, and pupils understand its importance in creating a positive social environment. The school ensures that the Equality Act in the United Kingdom is followed in so far as the law in Kenya will allow. The protected characteristics that fall within the act are actively promoted, including those relating to disability, sex, pregnancy and maternity, marriage, age, race, religion or belief. Those relating to gender reassignment, civil partnership and sexual orientation are precluded from being met because of the laws in the host country.
- 2.10 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

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

- 2.12 The school has a suitable safeguarding policy, which pays particular attention to current statutory guidance in the United Kingdom, which is implemented effectively. All staff, including those with specific safeguarding responsibilities, are appropriately trained. The school benefits from the support and guidance from the Braeburn group's safeguarding committee, which is made up of the DSL from each school plus the group safeguarding trustee and the group designated safeguarding lead. An annual report of the school's safeguarding arrangements is presented to the Braeburn Group safeguarding leads. The school's DSL is also a member of the Child Protection Advisory Network in Kenya which meets to discuss safeguarding matters and how to work together to support the pupils in their care. The DSL links effectively with other outside agencies, such as the British Forces social worker and the local Kenyan Children's Officer. The DSL ensures that appropriate records are kept of any safeguarding concerns and links effectively with parents, as required. In response to the questionnaire, a few pupils felt that they could not talk to a member of staff if they were worried or concerned. Discussions with all pupils in Years 7 and 8 showed that sometimes they may choose not to discuss their concerns at school with a staff member and that there were some staff to whom they did not feel comfortable sharing personal information. However, they all stated that, should the need arise, there was at least one trusted adult to whom they could turn.
- 2.13 The school has appropriate policies and procedures in place for both positive behaviour strategies and anti-bullying. Pastoral leads ensure that detailed records are kept of all behaviour matters. A record is also kept of any serious sanctions. In response to the questionnaires, most parents and the large majority of pupils feel that the school handles any bullying concerns effectively. There is a suitable range of rewards and sanctions in place to which the pupils respond positively. When any behavioural or bullying incidents do occur, the school places a high profile on restorative justice and records show that pupils respond well to this approach.
- 2.14 There are suitable health and safety, fire and first aid policies in place which are produced by the Braeburn group and personalised for BNIS. The Braeburn group has effective oversight of the school's health and safety arrangements through the office project manager. Their work is also supported by the group's procurement and operations manager. At the school, the headteacher is responsible for health and safety and is supported by the assistant headteacher who provides an effective link to teaching and non-teaching staff on all relevant matters. There is a health and safety committee in the school, on which the information technology coordinator and nurse both sit. This committee deals with key matters such as staff training, site security and site maintenance. Additionally, a site security committee links with external providers, including those relating to emergencies. Fire drills are undertaken regularly, as are drills for other emergencies. Detailed records are kept of the servicing and maintenance of all equipment on the site. The school nurse ensures that all records relating to first aid are kept and that all medications are kept securely in the medical room. Parents are kept properly informed of any administration of medicines.

- 2.15 Pupils are supervised effectively at all times, including at the beginning and end of the school day and at break and lunch times. Suitable staff rotas are in place for such times, and pupils feel that there is always a staff member to hand should they need to speak to an adult.
- 2.16 The school maintains a register of admissions which contains all required information including the names and addresses of previous and destination schools, where possible. Attendance registers are taken twice daily, and the school office follows up any absences promptly. Registers are properly stored in accordance with local laws through servers based in South Africa.
- 2.17 There is a suitable risk assessment policy in place. It focuses effectively on the main aspects of risk management including how risk can be mitigated. The school ensures that staff are trained in how to fill out risk assessments for a range of different activities or areas such as for each classroom, outside spaces, trips and visits and when external providers are used, including for residential visits.

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 has a suitable safer recruitment policy which is implemented effectively. The school's procedures have recently been strengthened with the introduction of a commercial product that supports the work of school leaders to ensure all the required checks are undertaken before appointment. The school's register of appointments demonstrates that all staff, volunteers and those with governance responsibility have all the required checks in place.

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 There are suitable, age-appropriate, male and female toilet and washing facilities conveniently located around the school site. There are separate facilities for both male and female staff members which are separate to those used by the pupils. There is an adequate supply of water to these premises. Showering facilities are available for those pupils of senior age. There is a dedicated medical room which is staffed by the school nurse. It has a sink with running water and is strategically located close to toilet facilities. There is a bed should any pupil require specific medical attention or therapy. The site is maintained to a good quality with there being a rolling programme for updates and refurbishment. The acoustics in each room are suitable for the activities that take place. Interior lighting is suitable. There is suitable outdoor lighting to ensure the safety of people entering or leaving the premises in the hours of darkness. Ample supplies of drinking water are made available to pupils, coming from the school's own filtration systems. The school is set in extensive grounds, ensuring that there is adequate space for pupils to both play and relax as well as take part in physical education and games lessons. Suitable shady areas are also provided.

Part 6 – Provision of information

- 2.22 The standard relating to the provision of information [paragraph 32] is met.**
- 2.23 The school ensures that all required policies and procedures are made available to parents of both current and prospective pupils through the school's website. These include the arrangements for safeguarding, admissions, misbehaviour and exclusions, provision for SEND and EAL, the school's academic performance, complaints procedure, curriculum policy, arrangements for promoting good behaviour, preventing bullying, health and safety, and first aid. The school website also contains information about the school's accreditations and the contact details for the school, headteacher and chair of council. Additionally, the school's ethos and values are also shared on the school website. Parents and carers are provided with an annual report of their children's progress and attainment.

Part 7 – Manner in which complaints are handled

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

2.25 The school has a suitable complaints procedure in place which is made available on the school website. The procedure allows for initial consideration on an informal basis and then the establishment of a formal procedure for a complaint to be made in writing. Finally, it allows the complainant to have a hearing before a panel which includes independent member and allows for any parent to be accompanied. The policy makes provision for any panel to make findings and recommendations and for a confidential record to be kept of findings.

Part 8 – Quality of leadership in and management of schools

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

2.27 The leadership and management of the school demonstrate good knowledge and skills, and they fulfil their responsibilities effectively to actively promote the wellbeing of pupils.

2.28 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 sound.

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

Recommendations

3.3 The school is advised to make the following improvements.

- Strengthen pupil outcomes and their acquisition of skills and knowledge by ensuring that teaching meets the individual needs of all pupils, including through written feedback.
- Strengthen pupils' study skills, especially in relation to taking leadership of their learning and developing creative techniques, by ensuring teaching is not overly prescriptive.
- Ensure pupils' information and communication technology (ICT) skills are improved so that they can use them effectively to support other areas of learning.
- Strengthen pupils' self-reflection so they know their strengths and weaknesses and are given the guidance to enhance their capacity to respond.

The quality of the pupils' learning and achievement

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

3.5 The school's own assessment tracking system, through standardised and non-standardised data, indicates that the achievement of pupils of all abilities is generally in line with the age-related expectations in reading, writing and mathematics. For some pupils, across the age range, it is above these expectations. Data show that given the wide range of starting points and the fact that a considerable number of pupils are only in the school for relatively short periods of time, pupils are responding effectively to the initiatives put in place by the school's leadership and management.

Pupils' progress is generally sound. Pupils with SEND and EAL often make more rapid progress because of the timely support they receive. Whole-school attainment tracking, and pupil progress meetings are used to identify pupils' specific learning needs that results in action plans that focus on targeted, time-limited strategies to support individual pupils. In response to the questionnaire, a small minority of pupils believed that the teachers' marking does not always help them to progress, a view that was supported through inspection evidence, especially during the scrutiny of pupils' work. When pupils leave the school, they are successful at gaining entry into a wide range of schools both within Africa and in the United Kingdom. The school is successful in meeting its aims in this regard.

- 3.6 Pupils' acquisition of knowledge, skills and understanding is generally sound with some areas where the development is stronger. These areas include specific subjects such as humanities for older pupils and in general subjects for some of the youngest pupils in the school. Pupils build up a range of experiences across the curriculum that prepares them effectively for the next stage of their development. This inspection view was supported by most parents who responded to the questionnaire. In the crèche, the youngest children showed excellent knowledge of a range of animals as they travelled in their homemade safari vehicle. They let their imaginations run riot and loved the opportunity to learn and play. In humanities, older pupils relished the opportunity to find out about mobile phones, their design and their variant components from around the world when studying supply chains in geography. Where pupils' acquisition of skills is commensurate with their age and no stronger, it is because the teaching can be overly prescriptive and not provide enough opportunities for pupils to show what they know and what they can do. This is compounded in many subjects with an over-reliance on photocopiable resources and when teaching does not instinctively respond to the needs of all the pupils. Inspection evidence supports the view of a minority of pupils who, in response to the questionnaire, felt that most lessons were not interesting or challenging.
- 3.7 Pupils are effective communicators whether this be in the spoken or written form. Children in the early years develop good communication skills through the wide variety of teacher and pupil-initiated learning opportunities. Children in the crèche demonstrated emerging writing and letters through their mark marking to a good level. In lower primary, the vast majority of pupils are able to confidently discuss what a command is, what an imperative verb is, when they could use commands and also give examples of different commands. There is evidence of good standards of writing for different purposes such as creative and persuasive, such as when middle juniors designed items to make life better and then had to convince others why their ideas were worth purchasing. Pupils enjoy conversing with each other and with adults. In discussions with inspectors, they were thoughtful, reflective and were not afraid to express their opinions, especially during the compliance meetings when asked about aspects such as the quality of teaching and marking. At times, when open discussion and debate were actively encouraged, such as sessions exploring world views, older pupils questioned, challenged and debated the existence of an after-life in a mature fashion, respectively listening to the views of others. School leaders have been proactive in introducing a range of initiatives that encourage whole-school discussion and reflection, such as the world view focus and also the theme for the week, linking this to a weekly assembly. Pupils display an enjoyment for reading from an early age, progress well and make good use of the school library.
- 3.8 Pupils' competency in numeracy reflects their ages and abilities. When given the opportunity they show that they can explore different ways of solving tasks as well as utilising their knowledge in problem-solving scenarios. However, at times the teachers follow the mathematics scheme of work too slavishly, which limits the opportunities to ignite discussion, debate and develop their reasoning skills. Pupils in Years 3 and 4 displayed a sound competence in numeracy when applying their times tables knowledge to solve multiplication sums such as 23 multiplied by 3. Pupils in Year 6, especially the more able, showed good mathematical skills as they grappled with the concept of ratio. They needed little input when they were set challenges on the topic and could explain their methods very clearly. They spoke of how they used inverse operations to calculate the answer. In general, across the school, if the pace of the delivery was improved, the learning opportunities maximised and sufficient amount of challenge provided, the mathematical progress of the pupils would be

strengthened. In discussions, pupils spoke of how they use their mathematical knowledge in other areas of learning, citing geography and science as two of the main ones.

- 3.9 Pupils' ICT skills are less well developed compared to other curriculum areas. They develop some key skills which they use effectively, such as internet research around a particular topic. Equally, pupils in the middle primary stage used coding software effectively to give commands such as, 'Change size by 20' and 'Repeat and move 70 steps.' However, in discussions with pupils and during the inspection activities, it was raised that there are limited opportunities for the pupils to use even the most basic of skills to strengthen and develop their learning in other subject areas. This was also confirmed during the scrutiny of pupils' work. However, some good examples of the use of technology in areas such as photography are apparent. In this case, pupils experimented with colour, filters, lighting and positioning successfully to produce work of a good quality. School leaders and managers recognise this is an area for continued development and are keen to maintain a healthy balance between pupils' effective use of technology and their love of being outdoors and enjoying the natural environment.
- 3.10 Pupils enjoy developing their study skills so that they can carry out their own investigations and rationalise their findings. Once again, the teaching style sometimes restricts the opportunities for pupils to hone these skills. They can draw knowledge effectively from sources to which they have been directed, but they would make even better progress if they were given the opportunities to think for themselves, develop critical thinking and provide opportunities to reflect on what they have learnt on a regular basis and to apply their knowledge to new situations. The pupils' study skills were best developed in examples such as when they benefited from watching a recorded science experiment, including teacher's prompting questions, so that they could increase their understanding to an appropriate level of what happens when iron is combined with sulphur. Equally, older pupils displayed an ability to draw upon different sources to collect more facts in order to develop their higher-order thinking skills including hypothesising and analysing the growth of the British Empire. The teacher pushed them by posing questions such as, 'How can you link this source to what we have already learnt?'
- 3.11 Pupils' achievement beyond the classroom are those expected for a school size and pupil profile such as Braeburn Nanyuki International School. The pupils' success at team games indicates that often they are punching above their weight due to the small numbers of pupils from whom teams can be made. Pupils also enjoy individual success in areas such as mountain biking, Taekwondo and golf. Other successes have been noted in a range of different areas such as chess, rugby and mountain climbing.
- 3.12 The pupils' attitudes to learning are good. They approach their work with positivity and enthusiasm, even though their time keeping and sense of urgency before a lesson can be variable, and they have a desire to give of their best. They love the opportunities to work collaboratively, and they do this well, with a good degree of success. It was noticeable that this is an area where most teachers really focused on in lessons, using talking partners and table chat as a way of ensuring maximum pupil engagement. Many pupils do prefer to work independently and, in discussions, they feel that their outcomes are stronger following this method. Initiative and independence in the learning process are not as strong with a determining factor being teaching style.

The quality of the pupils' personal development

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

- 3.14 Pupils show good levels of self-confidence in all their interactions around the school. They are happy, personable young people who love their school environment. Their curiosity, understanding and self-reflection are at an age-appropriate level with, once again, teaching style often being the key contributory factor to this aspect of personal development in relation to them understanding how to improve their own learning. However, pupils do love the chance to share their development, such as when they found inspectors to share their own learning much of which was through asking questions about Egypt such as, 'How did the pyramids change? How did they build the pyramids?' Pupils are

comfortable in their own identities and have a strong sense of belonging. Once again, this is noteworthy given that some pupils join the school from a place of non-engagement or have self-esteem issues. The school is successful in bringing out the best in them.

- 3.15 Older pupils are good decision-makers. From an early age, children are encouraged to think about their choices as showcased in the early years through the range of teacher-led and child-initiated learning opportunities. Pupils have a good understanding that making any decisions is important for their future success. Pupils in Year 3 were good decision-makers as they decided what was the best course of action to take given various scenarios about money dilemmas. Equally those in Year 6 decided, during an activity, where to place certain scenarios on a grid that indicated whether they might need support and guidance from a trusted adult or where they could happily and confidently move on themselves. Further initiatives introduced by leadership and management, such as the class economy project for pupils in Year 5 and the entrepreneurial projects for the whole school, strengthen the pupils' decision-making skills.
- 3.16 Pupils' appreciation of the non-material aspects of life is good in all aspects. They show well-developed appreciation for the aesthetic and cultural awareness and are able to maturely reflect on the spiritual dimensions of human existence. They realise that they are surrounded by a beautiful environment and in discussions about spirituality referred to this. Pupils were able to eloquently share moments when something had an impact on them in a spiritual way, such as how special they felt inside when at the beach listening to the gulls and everyone playing around them and the impact of seeing a newly born baby brother for the first time melting their heart. Pupils understand the concept of awe and what this means to them. Staff spoke of how older pupils found a colourful moth on the path. They were so excited that they called the rest of the class to come and see its beauty. The moth was then gently lifted away to ensure that it was safe. Animal funerals are commonplace around the school grounds, showing how pupils develop a respect for all creatures.
- 3.17 Pupils' moral understanding is good. Pupils behave well as they can confidently distinguish actions that are right or wrong. They are able to reflect on their own actions and accept responsibility for their own behaviour with the appropriate consequences. Older pupils showed good levels of morality as they discussed the human right of innocent until proven guilty, and they wrote about fairness and equality in a mature and reflective manner. Younger primary pupils showed excellent moral values as they discussed the rights and wrongs of the Mau Mau wars and how unfair it was that the British took the land and herded the natives into a small area. They thought that the British had power and they used it unfairly including in their choice and availability of weapons. Equally, pupils showed a good moral awareness while discussing the ethics surrounding FairTrade chocolate as they showed inspectors around their classroom and shared their work. They understand the importance of paying a fair price to producers. In response to the questionnaires, most pupils and parents felt that the school had high expectations about behaviour. Inspection evidence supports these views.
- 3.18 Pupils understand the importance of a happy and positive social atmosphere and they feel secure in their school and with the support and guidance given by their teachers. They demonstrate a good social awareness. Pupils have good understanding of democratic process when voting for the reward from the previous week. They are able to speak of the importance of fairness of the process and the impact that this has on a positive social environment. Pupils show strong social cohesion as a class when they discussed the Braeburn values which focused on curiosity. As a result, they are able to support each other in communal enterprises such as through theme weeks when pupils show unprompted support for one another and work collaboratively towards achieving a common goal, for example, when collecting class pebbles to reach their agreed goal and reward of the week. The junior leadership team made up of members of Year 8 strengthens the social development of all as they take up specific roles such as charity lead, media lead, social lead, environmental lead and house captains.
- 3.19 Pupils can appreciate the circumstances of those less fortunate than themselves and respond to opportunities to support them. This can take a variety of forms such as pyjama and zebra days to raise funds or donating books to the local library or schools. Older pupils love to spend time helping and

supporting those lower down the school, and they feel that this has a positive impact on their younger compatriots. Pupils spoke of how the house captains inspire them to give of their best. Pupils speak enthusiastically about how they can positively contribute to the lives of others when discussing the very important people in their lives and how they can show them that they care for them. Their responses included taking them for a picnic or telling them that they love them. In discussions, pupils see the school council as an important body which can have an impact on the lives of others, especially through fundraising initiatives.

- 3.20 Pupils' respect and understanding of inclusivity of those from other backgrounds is strong as they mix easily with pupils of other nationalities. They have a good awareness and appreciation of their and other cultures and they demonstrate tolerance in all aspects of the school life. Working together with others just comes naturally. For example, during their mathematics lesson, pupils in Year 1 readily accepted the difference in another pupil's learning style and their challenges to stay on task. This seems to be a real strength at the school and acts of a similar nature have been observed in other aspects of the school life. Children in the early years demonstrated a good level of understanding and appreciation of their and other cultures when they learnt about Masai culture, having a true Masai warrior visiting them and explaining the traditions of the Masai tribe. The children absolutely loved the experience and showed a natural interest in diversity and individuality. This positive view of respect and harmony was shared by almost all parents and most pupils in response to the questionnaires.
- 3.21 Pupils' understanding of how to stay safe and healthy is strong. Pupils understand the importance of drills for both fire and intruders and spoke confidently about the different alarms and sirens used to indicate any potential dangers. They know how to stay safe and protected when using the internet. Before undertaking internet research, all pupils were able to confidently explain how to stay safe when using their hand-held devices for research during their lessons such as by stating specific, child-friendly websites/browsers and what to be careful about when being online. Pupils understand the importance of physical exercise in order to maintain their mental and physical wellbeing. Pupils display good dedication to staying fit and healthy when attending their weekly early morning running club where they challenge themselves to complete more laps on a weekly basis. A real camaraderie was shown as all pupils encouraged each other to keep going. Pupils appreciate the support that is given to them in relation to their mental health where they reference school leaders and others with a pastoral lead as important people in this area.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Mr Graham Gorton

Reporting inspector

Mr Kristian Cejka

Team inspector (Vice principal, COBIS school, Egypt)