



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**Pembroke House School**

**February 2023**

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## School's Details

<b>School</b>	Pembroke House School			
<b>Address</b>	Pembroke House School PO Box 31 Nyahururu Road Gilgil 20116 Kenya			
<b>Telephone number</b>	+254 711 875 972			
<b>Email address</b>	headmistress@pembrokehouse.sc.ke			
<b>Headteacher</b>	Mrs Deborah Boyd-Moss			
<b>Chair of governors/proprietors</b>	Mr Richard Vigne			
<b>Proprietor</b>	Kenya Educational Trust Limited			
<b>Age range</b>	6 months to 13			
<b>Number of pupils on roll</b>	244			
	<b>Day pupils</b>	46	<b>Boarders</b>	198
	<b>Pre-prep</b>	46	<b>Juniors</b>	70
	<b>Middles</b>	57	<b>Seniors</b>	71
<b>Inspection dates</b>	5 to 8 February 2023			

## 1. Background Information

### About the school

- 1.1 Pembroke House is a co-educational boarding school for pupils aged between 5 and 13 years old, with a pre-prep unit for day pupils aged between 6 months and 5 years. The school is governed by a council which is made up of eleven members. The school was founded in 1927 as a boys' preparatory school, on its present site in the Great Rift Valley outside Nairobi. It became co-educational in 1988. Male and female boarders are accommodated in two separate buildings. Since the previous inspection, a new science, technology, engineering and mathematics (STEM) centre has opened.

### What the school seeks to do

- 1.2 The school's aim is to help each child develop to the very best of their ability; to use confidence and self-belief engendered in many disciplines to drive progress in other areas; to give children a sound education across the spectrum of the curriculum; to develop balanced children with integrity and good manners; to help children develop respect and tolerance for all around them; to produce children who work well as a team, but enjoy making decisions and are not afraid to take the lead.

### About the pupils

- 1.3 Pupils come from varied backgrounds and educational experience and demonstrate extremely diverse levels of prior attainment upon entry. Some enter the junior school with no previous formal school experience. Pupils represent over 20 nationalities and, although pupils predominantly live in Kenya, a minority of boarders have homes in other African countries. The school has identified 62 pupils who have special educational needs and/or disabilities (SEND), 60 of whom have additional support. Of the 19 pupils for whom English is an additional language (EAL), 15 receive support. The school identifies the more able in various subjects through testing, and provision is made for them and those with particular talents in sport, art, music and drama through the scholarship programme.

## 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. The school's previous inspection was in February 2020.

## Key findings

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

### Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education in paragraphs 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 There is a suitable curriculum in place that covers all areas of learning and is based largely on the National Curriculum in the United Kingdom. There is a focus on mathematics and English to ensure pupils have a good grounding before they move to secondary education. Pupils work towards the Common Entrance examination in their final year at the school. Children in the early years follow the three primary areas and four specific areas of learning as set out in the Early Years Foundation Stage requirements from the United Kingdom. The breadth of the curriculum is extended through a wide variety of extra-curricular activities many of which involve being out and about in the Kenyan countryside. The curriculum is well planned to meet the needs and ages of all pupils. The school has a suitable personal, social, health and economic education (PSHE) scheme of work in place. There is an appropriate careers programme in place for those pupils of senior school age focusing on next schools and the range of work opportunities that exist both within Kenya and in the wider world. The structure of the curriculum supports pupils well as they move towards life at their chosen secondary schools. Some elements of this are precluded from being met because of the laws of Kenya, those being related to the PSHE scheme of work encouraging respect for certain of the protected characteristics.
- 2.4 Teaching across the school is planned carefully to ensure that it meets the individual needs of pupils. Teachers use a range of methods to engage the pupils and ensure that they make good progress. Some teaching is less innovative and is more didactic in approach which does not engage the pupils as effectively. There is much teaching specialism across the school which ensures pupils receive good subject knowledge. The teachers ensure that pupils are well behaved through effective implementation of the school's behavioural policy and strategies. The teachers use resources effectively to support the pupils' learning. The teaching fosters self-motivation, application and interest and does not undermine fundamental British values. Teaching ensures that, wherever possible, the requirements of the United Kingdom's Equality Act are followed.
- 2.5 There is a suitable framework for assessing pupils' performance. This includes regular formal assessments in subjects such as English and mathematics, which are supported by cognitive ability tests. Pupils prepare for assessment in Common Entrance at the end of Year 8.
- 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) are met, but the requirement in paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**
- 2.8 Pupils have a clear understanding of fundamental British values such as democracy, tolerance and respect, supported by the school's PSHE scheme of work. The school focuses on the protected characteristics that relate to the UK's Equality Act, except where they are precluded from doing so by the laws of Kenya. These include homosexuality, marriage and civil partnership and gender

reassignment. Others, such as race, religion, age, pregnancy and maternity, gender, disability and age are covered effectively and promoted by the school. The international makeup of the school's population enables pupils to develop harmonious relationships with those from different religious and cultural backgrounds. There is a balanced presentation when any political views or ideologies are discussed. The school actively promotes fundamental British values of democracy, rule of law, liberty, respect and tolerance and furthers the pupils' personal development.

- 2.9 Pupils develop high levels of self-confidence and self-esteem and show they understand how to make right choices about their behaviour. In response to the questionnaire, almost all parents felt that the school actively promotes good behaviour. Pupils make strong contributions to a school society that is based on trust and respect. Pupils learn about public institutions in England and also understand the importance of effective citizenship in Kenya.
- 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 that is implemented effectively. All staff, including those with specific safeguarding responsibilities, are appropriately trained. Face-to-face training is supported by online learning modules. The designated safeguarding lead (DSL) also ensures that safeguarding forms part of all staff meetings so that any pupils who give cause for concern can be discussed, as appropriate. There is a named person from school governance (council) that has a specific responsibility for safeguarding. All members of council also receive safeguarding training which guides them in their roles. An annual review of the school's safeguarding arrangements is undertaken by the council. The school liaises effectively with any outside agencies such as the police, the local Kenyan Children's Officer and the local child protection advisory network. The school also ensures that boarders are well cared for and that the minimum standards for boarding are met in this regard. In response to the questionnaire, a very small minority of pupils felt that there was not a member of staff that they could talk to should they have a worry or concern. However, in discussions, pupils were adamant that there is always at least one adult to whom they could turn should the need arise. Detailed records are kept of any matter that may be deemed to be of a safeguarding concern.
- 2.13 The school has suitable behaviour and anti-bullying policies. Their effective implementation is overseen on a daily basis by the school's pastoral leads. The school keeps careful logs of all behavioural and bullying matters. A record is also kept of any serious sanctions. The school has a suitable rewards and sanctions system that the pupils, including boarders, understand. The school rejects the use of corporal punishment. In discussions, pupils feel that behaviour around the school is good and that any bullying incidents that are reported are dealt with swiftly by staff.
- 2.14 The school's arrangements for health and safety, fire and first aid are suitable. The school complies with Kenyan standards in relation to health and safety, and all key staff are appropriately trained. The school maintains detailed logs of all testing of plant and equipment, including those relating to fire. There is also a fire risk assessment in place, again which is required by local laws. Fire drills are undertaken regularly, including for boarders. The school's first aid arrangements are overseen by a team of qualified school nurses. They ensure that any medication is administered properly and that all records relating to first aid are fully kept. The medical team also has oversight of the school's medical facilities which include areas where pupils can be isolated from other boarders. All medicines are securely locked away. Parents and carers are kept suitably informed of all medical matters.
- 2.15 The school ensures that all pupils, including boarders are appropriately supervised. This includes during break and lunchtime and in boarders' free time. At such times boarders have access to the

extensive school grounds. In discussions, pupils feel that there is always a member of staff relatively nearby and that they know where to go should they require any assistance. There are suitable supervisory arrangements in place in the boarding houses for when boarders are asleep.

- 2.16 Admission and attendance registers are maintained which conform to local regulatory requirements.
- 2.17 There is also a suitable risk assessment policy in place. The policy is supported by a range of risk assessments for all areas of school life, including for trips and visits and where external providers provide staff. Scrutiny of the school's procedures demonstrates a systematic approach to risk management.

#### **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 ensures that all checks on staff and council members are undertaken and that details of such appointments are properly kept on the school's single central register. The safer recruitment process is supported by staff personnel files which contain all the required evidence.

#### **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 toilet and washing facilities which are located around the school, including in boarding houses. There are showering facilities in each boarding house. A number of pupils and parents, in response to the questionnaires, commented on the privacy for those showering, and inspection evidence supports these views. The school has now installed cubicles in the shower areas to afford greater privacy. The water supply to washing facilities does not pose a risk of scalding. All premises are maintained to a sufficient standard and the lighting and acoustics are suitable for the activities that take place in each area. There is also suitable outdoor lighting to ensure the safety of everyone on the school premises during the hours of darkness. Boarding accommodation meets the needs of pupils. There are plentiful areas where pupils can both exercise and play.

#### **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 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 the school's latest inspection report 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 policy. It has three stages, informal, formal and panel. There are clear timescales given for each stage. At the panel stage, parents may be accompanied if they wish, and the policy states that the panel will be made up of three members who are not directly involved in the complaint, and one will be independent from the leadership and management of the school.



The policy allows for the panel to make findings which will be shared with all parties, even if the complaint is not upheld. All records pertaining to the complaints process will be kept confidential except where local legal requirements permit access. A record is made of any complaints that pertain to boarding.

## **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.

## **Part 9 – Minimum Standards for Boarding**

### **2.29 The Minimum Standards for Boarding [standards 1 – 20] are met.**

- 2.30 A suitable statement of boarding principles is in place. Boarding arrangements are overseen effectively by the head of boarding who ensures that there is a suitable programme for the induction of new boarders, that boarders have contact with their parents, their possessions are kept safe and there are suitable arrangements for the promotion of positive behaviour and relationships. They also ensure that there are equal opportunities within boarding.
- 2.31 The sanatorium provides suitable accommodation and provision for boarders who are unwell, which is staffed by a team of qualified nurses. School leaders ensure that the boarding houses comply with health and safety laws and that suitable arrangements are in place in case of fire. Fire drills are undertaken, including when boarders may be asleep. The head of boarding ensures that there are adequate staff on duty at all times and that these staff are checked as part of the school's safer recruitment process.
- 2.32 Boarding accommodation is generally suitable. Boarders have their own areas in which to sleep which they can personalise. Each area has a dormitory prefect who assists in the supervision of the younger boarders. There is adequate heating and lighting in each house, and the properties are suitably maintained. There are ample toilet and washing facilities located on each floor of the two houses. In discussions and in response to the questionnaire, a number of pupils felt that there was not adequate privacy in the shower areas. Inspection evidence supports this view. The school has already begun a project to improve this.
- 2.33 Boarders eat their meals in the main school dining room and then have snacks and drinks in their dormitories in the evening. The school day is a busy one and ends with a range of activities in which the boarders participate, making full use of the extensive grounds. There is also an appropriate amount of free time when boarders can relax, if they so choose. Boarders have a chance to express their views through the Pembroke Voice and in discussions with senior leaders. The school maintains a record of complaints that may pertain to boarding.

### 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.

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>
Mini Martlets	Nursery aged 0–2 years
Pre-nursery	Nursery aged 2–3 years

#### Key findings

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

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

#### Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' knowledge and skills in information and communication technology (ICT) so they can use them as part of their learning across the curriculum.
- Secure pupils' knowledge by identifying and targeting individual needs through greater consistency in teaching and assessment, including marking.
- Further develop pupils' self-study skills and present greater opportunities for them to show leadership in their own learning.

## The quality of the pupils' learning and achievement

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

- 3.5 Pupils of all ages achieve well in many areas of learning. Their progress is at least in line with age-related expectations in most subjects, which is good given their varied starting points. Pupils with SEND and EAL make more rapid progress because of the targeted support and interventions that are put in place to support their learning. More able pupils achieve highly due to their desire to succeed and their positive approach to learning. Data analysis and pupil tracking have been introduced and recently refined and are now beginning to be more informative so that school leaders can use this key information to identify next steps in the process of improving pupils' achievement. The good level of attainment and the progress made are reflected in the pupils' achievement at the point of entry to their chosen secondary schools both in the successes at Common Entrance and in the number of academic scholarships and awards, thus successfully meeting a key area of the school's aims and values.
- 3.6 Pupils' acquisition of knowledge and skills is good and in some subjects is excellent, such as in art, games, outdoor learning, English and music. During the inspection, this was confirmed in both the scrutiny of pupils' work and in lessons observed. However, in some subjects, pupils' acquisition of skills and knowledge is restricted because teachers' marking does not give a clear indication of how a piece of work could be improved and developed. Inspection evidence supports the views of the pupils in response to the questionnaires, where a very small minority did not feel that teachers' marking and comments in their books helps them to improve their work. Pupils build up a wide skills and knowledge base because of the many opportunities afforded them beyond the curriculum, particularly in relation to the great outdoors, and boarders benefit from this enormously. School leaders and managers ensure that there is a rich array of activities through which the pupils can widen their knowledge and skills set. The strength and quality of the school extra-curricular provision is appreciated by almost all parents and pupils who responded to the questionnaire. Pupils' depth of understanding is also good. They recall facts readily and use them purposefully in discussions. This was demonstrated when pupils in Year 2 recounted key facts about the life and work of Charles Darwin and when Nursery children counted confidently to five when planting flowers using an application on the interactive whiteboard. Equally, pupils in Year 6 honed their skills of semaphore whilst working in an adventure training session.
- 3.7 In its broadest sense, pupils are excellent communicators. They listen and converse maturely, and they can readily assimilate information given. They work well together, listening and contributing respectfully. Pupils are confident in front of an audience as shown when older pupils presented to the whole school following a recent charity event. They spoke with eloquence and engagement. Written work is generally of a good standard with excellent presentation skills. Pupils are skilled at writing for a range of different purposes, such as creative, factual and letter writing. Children in Reception are competent at writing simple sentences as shown when they produced rules for their dragon training school, using their imagination to great effect. Pupils in Year 5 demonstrated excellent content in their creative writing where they expertly used emotive language to convey meaning. This was coupled with the excellent use of rhetorical questions, synonyms and anecdotes. Pupils of all ages progress well with their reading, particularly the more able and those with SEND.
- 3.8 Most pupils show a good level of competency in number and practical mathematics. They build successfully on previous learning stemming from the early years and lower stages of the school. Pupils in Year 2 confidently identified the number of faces, vertices and edges on a range of three-dimensional shapes. Pupils in Year 6 showed a good knowledge of negative numbers. More able pupils show a desire to push their levels of understanding above and beyond what is expected, even by their teachers sometimes, and thus their progress is more rapid. Most other pupils are working at expected levels for their ages. Pupils' skills in investigative challenges are less well developed as shown in work scrutiny and lesson observations where there were limited opportunities. Pupils capably use their mathematical knowledge in other curriculum areas such as in ICT using continuous variables when

plotting and analysing data and in geography where they quickly assimilated that a scatter graph can compare the depth and width of the river.

- 3.9 Pupils' competency in ICT is not as well developed as in other curriculum areas. They show a great willingness to learn but, in discussions, older pupils stated that they struggled with preparations for Common Entrance because they did not feel that they had the necessary tools readily at hand. This was also apparent in some lessons observed. This, in turn, has an impact on the pupils' abilities to use any ICT skills in other areas of learning. The school recognises the need to strengthen this aspect of pupil development and the STEAM centre adds to the opportunities afforded to pupils in this area. The school places a high emphasis on handwriting by pen and reading from books, but pupils' use of ICT should be seen as a supplement and not a replacement for more traditional ways of working and recording.
- 3.10 Pupils demonstrate that they love to learn and to develop and strengthen their thinking and understanding. They enjoy a challenge and, in discussions, they said that they enjoy their lessons most when the teachers set challenges and make them think for themselves. Pupils in Year 6 displayed strong powers of reasoning as they determined which food groups belonged where on a food pyramid. Certain teaching styles limit the opportunities for pupils to develop elements such as higher order thinking skills, as shown in lessons visited and in work scrutiny. Too many teacher-directed activities following a didactic approach limit pupils' opportunities to really show what they know and what they can do. This is another area where the school's leadership and management have strengthened the opportunities for independent thinking through the introduction of STEAM sessions. Pupils love to work collaboratively and do so most successfully. They relish the opportunity to share their ideas with their colleagues and see that sharing the learning process benefits all parties.
- 3.11 Pupils achieve well at the point of transfer to their chosen secondary schools. Each year there are always a range of awards and scholarships won for both academic achievement and success in a wide variety of other areas such as music, drama and sport. Pupils are successful in a wide range of both individual and team sports including swimming, cricket, athletics and hockey. They compete and achieve at a high level for the size of the school. Pupils achieve well in external music and drama examinations. Pupils sing together with great enthusiasm and prowess, and this is reflected in their participation in a number of regional and national initiatives.
- 3.12 Pupils are attentive, listen well and are enthusiastic learners. They follow directions closely and readily ask questions when they do not understand. They work very diligently independently and, when given the opportunity for paired or group work, cooperate extremely well, offering suggestions and using shared ideas to reach conclusions. They have a real love of learning, and this is a key strength in ensuring that their achievement levels are good. For example, pupils in Year 7 showed an excellent, positive attitude to their art lesson. Their levels of concentration when using the grid method to replicate a Sarah Graham piece was excellent, and they thoroughly enjoyed their creations.

## **The quality of the pupils' personal development**

### **3.13 The quality of the pupils' personal development is excellent.**

- 3.14 Pupils are self-confident, and they recognise that the boarding experience makes them resilient, able to overcome difficulties themselves and thus develop self-reliance. The pupils' excellent sense of self came through strongly in all the discussions held with inspectors. They are happy, confident young people who are excellent ambassadors for the school. Pupils feel that there are many awards and rewards available to develop their self-esteem. They also spoke about members of staff who supported them and how, as pupils, they wanted to make them proud. Pupils in Year 8 are well prepared for academic examinations at the point of transfer to their chosen secondary school. The views of inspectors are supported by the vast majority of parents, who in their responses to the questionnaire, feel that the school promotes an environment which successfully supports their

children's personal development and that the boarding experience helps their children's progress and personal development.

- 3.15 Pupils are naturally excellent decision makers. It comes as second nature to them, and this is due to a school environment that encourages them to challenge themselves, think about their activities and make sensible, informed choices. This is very much the case when the pupils, especially the boarders, are out and about in the school grounds, either enjoying their activities or their free time. In discussions, pupils spoke of the importance of common sense and also how to guide and support their friends and workmates to make sensible choices and decisions. They show this in activities that they love, such as shack building, where they strategically choose the location of their building and then select appropriate materials to create the desired result. When given the opportunity they know how to make good choices about food.
- 3.16 Pupils' sense of spirituality is on an exceptional level. They have an outlook on life that does not focus on materiality. Instead, they have a true affinity with the natural world and their environment. In discussions, they were able to convey a real passion about wildlife citing examples of seeing leopards through the beauty of trees and grasslands in the early morning sunshine. They speak of the tranquillity of the forestry area on the school grounds as something they actively seek. They see *Shackland* as a spiritual place where they can not only revel in their building achievements but can also relax in silence and be at one with nature. Well-chosen songs and hymns deepen their understanding of the human spirit which is reflected in the quality of the pupils' own poetry. In junior choir, the song that contained the line, 'Music has the power to raise your heart with joy', was sung with great gusto, making everyone feel that they been part of something special.
- 3.17 Pupils have an excellent sense of morality. They understand right from wrong and apply this to their school life. They understand the need for broad rules but not minutiae, they respect the trust that rests on them to be sensible whilst enjoying their rich environment and they rise to it brilliantly. Awards and rewards for skills and attitudes abound and are well received, strengthening the moral development of the pupils. In discussions, pupils were adamant that they always tried to do the right thing. In response to the questionnaires, almost all parents and pupils feel that the school promotes good behaviour. Pupils feel that they learn from any mistakes made and appreciate the support given to them by staff and school leaders.
- 3.18 The social development of the pupils is excellent. Pupils are natural social animals; they gather in social groups outside lessons and collaborate well in classes when given the opportunity. They enjoy solving common goals, from damming the stream to planning a charitable fundraising event. In discussions, pupils stated that they feel that they are brilliant at working together, and they enjoy pulling everyone's ideas together to achieve something special. A key contributory factor to this is that pupils feel that the school is like a home, something engendered by boarding staff and senior leaders. They feel proud to be part of a school where they are valued and one which encourages full participation in every activity. Representing the school strengthens the pupils' sense of social identity and belonging.
- 3.19 Pupils make excellent contributions to the school community ensuring that it is a happy and positive place where pupils instinctively support one another. All pupils in positions of responsibility take these roles seriously. Some have shown outstanding qualities such as kindness to younger pupils and organising dorm events. Boarding prefects are recognised by staff as doing an outstanding job, and the prefects speak of how the responsibility of looking after others has strengthened their personal development and helped them prepare for the next stage of their lives. Many, seemingly minor, elements of the school day, such as organising the mealtime serving rotas, are set up by the head boy and head girl. The impact of the pupils' involvement permeates the life of the school. Pupils are always aware of their responsibilities to the wider world, not least those that may have an environmental element. Hog Charging for rhinos, as a school initiative, and Save Our Savannah, from pupils working outside of school, are examples of how determined the pupils are to raise money for good causes.

Pupils take responsibility for planning and staging the safari for toy cars, and there are colour runs for charity. Pupils benefit from the support they give for a local restart charity.

- 3.20 Pupils respect for diversity and their cultural understanding is excellent. Pupils represent a large number of nationalities with their associated cultures and religions. All respect one another in a perfectly natural manner. They embrace individuality and challenge any form of discrimination. In discussions, pupils stated that they felt that it was really important to meet together and to learn more about each other's cultures. Pupils love to learn about other cultures and would appreciate the opportunity to do more, such as the recent Chinese New Year. Respect for one another underpins the excellence in pupils' cultural development, a view that was supported by almost all parents and pupils in response to the questionnaires.
- 3.21 Pupils have an excellent knowledge of how to stay safe and to be physically and mentally healthy. The huge array of sport and outside activities supports the pupils' physical wellbeing. They readily embrace the many physical activities on offer. They are mindful that on some days they may need to be careful not to exhaust themselves too much and seek a more balanced approach. Pupils know how to keep themselves safe and have an instinctive understanding of their surroundings, enhanced by the exciting and valuable adventure learning in Years 5 and 6. They speak freely and knowledgeably about the dos and don'ts of online life and understand the actions they should take to manage situations which may arise, for example, speaking to a trusted adult. Pupils spoke positively about the important role that PSHE and assemblies play in raising their awareness of online safety as well as a range of other issues, including bullying, diet and relationships. Pupils know how to eat healthily although the food offering does not always match the learnt priorities, and they have no option to choose for themselves.

## 4. Inspection Evidence

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

### Inspectors

Mr Graham Gorton

Reporting inspector

Mrs Serena Alexander

Team inspector (Former head, IAPS school, United Kingdom)