



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Kenton College Preparatory School

February 2023

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School's Details

School	Kenton College Preparatory School			
Address	Gichugu Road PO Box 25406,00603 Nairobi Kenya			
Telephone number	+254 722 205038			
Email address	admin@kenton.ac.ke			
Headteacher	Ms Sally Weston			
Chair of governors	Mr Chris Banks			
Age range	6 to 13			
Number of pupils on roll	346			
	Juniors	149	Seniors	197
	Year 2 to Year 4		Year 5 to Year 8	
Inspection dates	Inspection: 30 January to 2 February 2023 Follow-up inspection: 17 March 2023			

1. Background Information

About the school

- 1.1 Kenton College Preparatory School is a co-educational day school. The school was founded in 1924 as a boys' boarding school and moved to its present site in central Nairobi in 1935. Girls were first admitted in 1992, and boarding ended in 1998. The school is situated on a 35-acre site in the mainly residential suburb of Kileleshwa. The junior school is for pupils from Years 2 to 4 and the senior school for pupils in Years 5 to 8. The school is managed by an educational trust with a board of governors. Since the previous inspection, there has been a reorganisation of school senior leadership and a thorough review of policies and procedures. A new well-being centre and music rooms have been built. The present head was appointed in 2020.

What the school seeks to do

- 1.2 The school aims to provide a high-quality all-round education by developing the whole child, educationally, socially, emotionally, behaviourally and morally in an environment which enables children to feel safe, valued and listened to. Pupils are expected to be both challenged and supported in their learning, fulfilling their potential through a broad curriculum delivered both in and out of the classroom.

About the pupils

- 1.3 Pupils come from both expatriate and local families living in Nairobi, its suburbs and surrounding rural areas with parents working in a range of professions. The families are representative of the multi-cultural nature of the locality. Standardised test data provided by the school indicate that the ability profile of the pupils is broadly average when compared to other pupils taking the same tests. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), 25 of whom receive additional specialist help. English is an additional language (EAL) for 7 pupils, of whom 1 receives support for their English. Forty-nine pupils have been identified as more able and/or talented, and the curriculum is adapted to meet their needs.

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 November 2017.

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 aspects 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 The curriculum takes account of the aptitudes and needs of pupils of all ages, including those with SEND and/or EAL. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. The curriculum is well planned and supported by suitable schemes of work. An extensive programme of extra-curricular activities provides opportunities for pupils to gain additional sporting, intellectual and creative skills. In response to the pre-inspection questionnaires, most parents and almost all pupils were satisfied with the opportunities available to them.
- 2.4 The curriculum enables pupils to learn and make progress, and prepares them for the opportunities, responsibilities and experiences of life in both Kenyan and British society and for the next stage of their education. Personal, social, health and economic education (PSHEE) encourages respect for other people in as far as it is allowed by the laws of the host country; further details are given in section 3. Although a small minority of pupils in response to the questionnaire disagreed that they received suitable careers education, inspection evidence found that appropriate careers guidance is provided.
- 2.5 Teaching does not discriminate against those with protected characteristics, such as disability, race or religion. Teaching methods show understanding of the pupils' ability and is characterised by secure subject knowledge and understanding, consistently well-planned lessons and effective use of resources. It utilises a range of strategies and resources to promote pupils' interests and good behaviour and develop an understanding of British values. The school has a suitable framework to assess pupils' performance and progress and inform teaching.
- 2.6 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 standard relating 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) cannot be met because of the requirements of the host country.**
- 2.8 The school has identified and established specific values that are actively promoted, and these facilitate the personal development of pupils as respectful and hard-working citizens who contribute to wider society. The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It enables pupils to develop their self-knowledge, self-esteem and self-confidence, to distinguish right from wrong and to accept responsibility for their behaviour. Pupils are encouraged to contribute to the lives of others through charity work with a strong focus on the local area.
- 2.9 Pupils gain knowledge of and respect for public institutions in England and for the responsibilities of citizenship in the host country through the PSHEE programme. This enables them to understand the importance of laws and justice and teaches them to have respect for the democratic process. The school actively promotes respect for protected characteristics such as age, disability, race, gender

equality, pregnancy and maternity and faith or religious belief. However, the host country's legislation prevents the school from encouraging respect for all of the protected characteristics set out in the UK Equality Act 2010.

- 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 in paragraphs 7–16 are met.

- 2.12 Suitable arrangements which take account of both UK and local requirements and practices are made to safeguard and promote the welfare of pupils in most areas. By the end of the inspection, all required checks were undertaken on relevant staff before a person starts working at the school. Effective implementation of the safeguarding policy ensures the protection of pupils from all types of abuse and harm, including the dangers of extremism. Staff are appropriately trained when they join the school and subsequently through training sessions and updates when required. Staff are aware of the code of conduct and whistleblowing policies. Although a small minority of pupils in the questionnaires did not feel that there was a member of staff that they could talk to if they are worried or concerned, structures do exist to ensure that staff listen to pupils including a recently established listening team of suitably trained staff. Pupils receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHEE programme, assemblies and form time.
- 2.13 In their response to the questionnaire, a minority of pupils and parents disagreed that the school does all it can to prevent bullying. At the time of the original inspection, inspection evidence found that the school has a suitable anti-bullying policy that is promoted in PSHEE and through assemblies, but pupils did not always report concerns or incidents. At the time of the follow-up visit, pupils spoke of a culture shift in the school where they now feel more confident that their worries and concerns are being listened to and acted upon. School leaders and managers have strengthened the pastoral systems and pupils state that as a result of changes they now feel safer and happier. The school actively promotes good behaviour and a suitable system of rewards celebrates pupils' success, efforts and achievements, and appropriate sanctions are applied if the need arises. Records are kept of all behavioural issues and reported bullying concerns, and these are monitored effectively in order to identify any trends.
- 2.14 The school complies with relevant health and safety laws and fire safety standards including those which apply locally. Record-keeping is thorough and shows that there is an effective overview of health and safety procedures. Fire drills are carried out regularly and suitably recorded, there is a suitable system for the provision and maintenance of clear emergency routes and exits and an effective maintenance programme for fire detectors, alarms and extinguishers. Pupils are appropriately supervised throughout the school day and on school trips. The premises are maintained to a suitable level of safety and hygiene, and admission and attendance registers are appropriately maintained. The school has appropriate policies for first aid, and their effective implementation enables pupils who are ill or injured to be treated in a timely manner. Suitable risk assessments have been drawn up for all areas of the school and its activities.

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 demonstrated during the inspection it carries out the required checks on staff, proprietors and any other adults working at the school to ensure suitability to work with children, in line with both local requirements and guidance issued to schools in the UK. A suitable single central register of appointments is maintained which details the recruitment checks undertaken. Staff files include all the 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 toilet, washing and changing facilities are provided for pupils of all ages and are well maintained in a clean condition. Appropriate accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are well maintained, in good condition and regularly checked to confirm that, so far as is reasonably practical, the health, safety and welfare of pupils, staff and visitors are ensured. Acoustic, sound insulation and lighting conditions are suitable. Suitable drinking water facilities are provided and clearly marked as such. Pupils have suitable outdoor space for physical education and play.

Part 6 – Provision of information

2.19 The standard relating to the provision of information [paragraph 32] is 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 reports of their own children's progress twice a year and opportunities to meet with staff each term. Particulars of the school's academic performance during the preceding school year, and its results in public examinations, are on the school website or are made available.

Part 7 – Manner in which complaints are handled

2.21 The standard relating to the handling of complaints [paragraph 33] is 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 standard relating to leadership and management of the school [paragraph 34] is met.

2.24 The leadership and management of the school 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. At the time of the original inspection, not all regulations relating to the recruitment of staff and proprietors were met and an effective anti-bullying policy was not being fully implemented by consistent monitoring. On being made aware of these deficiencies, the school has responded rapidly by implementing suitably improved procedures and communicating them more effectively to Senior school pupils. This has made a positive impact on 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.

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 excellent.

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

Recommendation

3.3 The school is advised to make the following improvements:

- Ensure that structures are in place to promote the self-worth of all pupils by closely monitoring the impact of school policies including that on bullying.

The quality of the pupils' learning and achievement

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

3.5 Pupils' overall attainment is excellent; pupils regularly achieve excellent results in their entry examinations to senior schools with many obtaining scholarships, both academic and for specialisms such as sport and music. Inspection evidence showed that pupils of all abilities make good and often rapid progress from their starting points as identified in lesson observations, scrutiny of work and discussions with pupils. Strong foundations are laid in the junior school and these are built upon as they move into and through the senior school. Pupils' progress owes much to strong academic leadership, that ensures consistent planning for pupils of all abilities, excellent subject knowledge and a wide range of resources that are used most effectively. Pupils' progress is supported by a clear assessment programme, that identifies individual strengths and weaknesses and ensures that these are considered in teachers' planning. Pupils also benefit from teachers' marking that is helpful and informs them of how they can improve their work; pupils also regularly peer- and self-assess with thoughtfulness and insight. Pupils with SEND and the few pupils with EAL make excellent progress; they are extremely well supported in class and by specialist help. More able pupils make rapid

progress, benefiting from early identification, subsequent additional challenges in lessons and activities, and eventually through scholarship classes.

- 3.6 The pupils' considerable overall success results from a well-planned curriculum that covers all the subjects in the English National Curriculum as well as Kenyan History and Citizenship, Latin, Kiswahili and Spanish and personal, social, health and economic education (PSHEE), known as wellbeing. In addition to studying Common Entrance examination subjects, pupils in Year 8 undertake their own projects in theology, philosophy and religion (TPR) and then submit their work for the Independent Project Qualification (IPQ). Pupils benefit from a comprehensive programme of additional activities. Pupils' participation in these activities contributes to their achievement in the Kenton Award in Year 7, before participating in a life-skills programme in Year 8. In response to the pre-inspection questionnaire, almost all parents agree that the range of subjects is suitable for their children. Most pupils agree that the school provides a good choice of extra-curricular activities and gives them the opportunity to learn and make good progress.
- 3.7 Pupils' attitudes to learning are exceptional and promote their excellent progress. They thrive in an academically stimulating environment that encourages independent thinking and are well supported by their teaching staff. Their collaborative skills are outstanding as they readily support and encourage each other in lessons and in their activities. In planning their IPQ projects, Year 8 pupils offered critical advice that was thoughtfully received and then enthusiastically debated. Pupils also work well independently, taking pride in their work, noting the advice from their teachers and striving for improvement. In discussions, pupils explained that working alone is great, but you always know that someone is there to help you if you need it.
- 3.8 Pupils have outstanding communication skills. Many pupils join the school in Year 2 with no previous educational experience, they make rapid progress in their reading and soon start writing. For example, Year 2 pupils explained and used emotive language beautifully in their writing about a scary forest. As they progress up the school, pupils are encouraged to share their opinions and ideas, as they participate in discussion and debate in a meaningful and respectful manner, asking questions and developing their vocabulary. They become confident in speaking through a wide range of experiences such as class reading, form presentations in assembly, poetry competitions and in drama. In Years 7 and 8, pupils broaden their experience through debating, public speaking, reporting news in assembly and presenting at the annual Arts Festival gala. When conversing with inspectors, pupils in Year 8 relished sharing their thoughts and ideas, showing themselves to be strong oral communicators, maturely taking the opportunities of silence to initiate conversation around a new topic. Pupils achieve a very high standard in their writing, as observed in work scrutiny as well as in lessons, for example, pupils in Year 5, showed excellent creative writing skills with their high-quality scene setting in a moral story. Pupils learn discursive essay techniques that they can apply to many subjects such as history and TPR and, at interview, they displayed some outstanding examples of these with understandable pride.
- 3.9 Pupils make excellent progress in numeracy. Pupils in Year 2 make rapid progress in basic calculation and showed an excellent understanding of how to use different methods to divide two-digit numbers by 5. This progress continues as pupils move up the school as shown in work scrutiny, lessons and at interview. Pupils in Year 6 showed great competency when working with ratios when mixing orange squash. In Year 8, pupils confidently manipulated and solved simultaneous equations and, at interview, enthusiastically reported that they love algebra because they know how to check their answers. Pupils readily apply their numeracy skills across the curriculum, such as when measuring angles in science when studying reflection, considering data collected in geography in their studies on climate and using their knowledge of statistics in explaining the results of their research for their IPQ. Mathematical challenges are a regular feature outside of lessons, with a challenge of the week and special sessions where accurate answers win extra merits. Pupils' enthusiasm for mathematics is clear from their interviews, stimulated by these regular imaginative challenges as well as well-informed and encouraging teaching.

- 3.10 Pupils of all ages are adept at using technology and confidently build on their information, communication and technological (ICT) skills in dedicated lessons. For example, Year 2 pupils competently programmed their robots to follow a path before introducing a bug so that it then went astray. Pupils in Year 8 adeptly design and create their own computer games. These skills are then usefully applied across the curriculum; pupils in Year 4 readily turned to their devices to record their working out in mathematics; pupils in Year 5 researched viruses and their side effects with much gruesome enthusiasm; and pupils in Year 8 produced extremely professional and carefully researched slideshows, videos and podcasts for their IPQ. Pupils confidently word process their written work in English, including their illustrative essays, and some also illustrate these imaginatively. They readily record and analyse data in science and geography. Pupils naturally turn to their tablets and use them as a ready reference source, thus usefully expanding their vocabulary as well as their depth of subject knowledge.
- 3.11 Pupils demonstrate excellent study skills that enable them to make hypotheses, analyse information and synthesise their results. They enjoy the introductory challenge element of many lessons which nurtures the development of their independent learning strategies. These are then successfully applied across the curriculum through well-set tasks and encouraging teaching. Year 2 pupils devised their own strategies for solving division problems in mathematics. Year 7 pupils applied the new knowledge they had acquired on plant fertilization and fruit to correctly deduce that a cluster of small flowers will become grapes and that single small flowers with multiple carpels will grow into a berry. Pupils readily apply these skills to raise the standard of their project work, and their success in their IPQ demonstrates their use of well-embedded higher-order thinking skills as they work independently on a project of their choice.
- 3.12 Pupils achieve considerable success in academic and other competitions. In recent years, around 40 per cent of pupils in Year 8 have won a scholarship or award to their senior school. Pupils compete with great success in a range of sports. In the association for preparatory schools' events, the school's three squads won the swimming tournament and took the overall trophy, under 9s won the cross-country championship, under 11 and under 13s both won the football tournament, under 13 and under 11 girls reached the semi-final in the hockey tournament. Other notable achievements include under 11 boys winning a national rugby tournament, the school taking first place in a local triathlon and winning a local cricket event. There are also numerous individual successes with various pupils playing in local and national teams. In music, a large number of pupils take individual instrumental examinations with a 90 per cent pass rate and regularly qualify for the final of the national Young Musicians Competition. The school orchestra has participated in a local orchestral weekend and a variety of choirs and ensembles perform at local events. Pupils study drama in the curriculum and participate in various productions, the school came second in the association for preparatory schools' drama trophy. In all their endeavours, pupils are well supported by committed and well-qualified teachers, visionary leadership that sees beyond the academic and committed governance that ensures suitable investment in school facilities.

The quality of the pupils' personal development

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

- 3.14 Pupils display notable self-understanding and self-confidence as they discuss their experiences at school. They benefit from the discussion of topics in the wellbeing programme that focuses on areas for personal development. At interview, pupils acknowledge that their resilience is promoted through the various challenges they encounter, and they recognise that they learn from their mistakes in order to grow. Pupils further build resilience and self-discipline through the school's programme of day and adventurous residential trips. Pupils' self-esteem is fostered by the vast majority of staff as well as by generally warm relationships between the pupils themselves. However, some unkind acts and comments by others have a negative impact on the self-worth of some groups at the top end of the school. A perception had arisen amongst older pupils that reporting such incidents would bring further

distress or would not be believed. Pupils have been encouraged to talk in confidence to adults by the school's introduction of a 'listening team' of suitably trained staff but, at the time of the original inspection, a number of pupils expressed a reluctance to engage with them. At the time of the follow-up visit, pupils felt more confident in reporting their worries and concerns with additional staff now available every lunchtime and worry boxes in each classroom. Pupils stated that as a result of changes they now feel safer and happier.

- 3.15 Pupils are very well prepared for the next stage of their lives and as they prepare to move on to their next schools. Children in the junior school increasingly develop their independence through a well-structured challenging environment and their participation in appropriate activities as they work towards the Kenton Award. Older pupils are extremely well prepared academically for their entry examinations to senior schools. More able pupils follow a scholarship programme, but many pupils at interview expressed their gratitude to their teachers for the individual help that they received. Pupils in Year 8 are well prepared for the additional challenges of their future education through the wider horizons programme that focuses on life skills in a wide variety of activities, in and out of school.
- 3.16 Pupils of all ages make well-informed decisions and are encouraged to do so through a variety of initiatives such as the form representatives, who advise school leaders of their opinions such as on the revision of lunch menus and suggested new activities such as golf. Pupils of all ages can make their choice of sporting or other activities; they make decisions over their snack and lunchtime food options. They may choose to spend their free time quietly or to go and climb a tree, having decided which tree is safe. Pupils' ability to make suitable decisions is promoted through choice of activities in lessons and, for example, whether to use ICT or the level of difficulty that they wish to tackle in their work. Such decisions are followed up by discussions, for example pupils recognise that lack of preparation for a test results in a poor performance and thus feeling low. Through the wellbeing programme, pupils consider their own and others' welfare effectively as they consider how the decisions and choices they make may impact upon other people. Some pupils at the top end of the school expressed their concerns that their feelings were not always being considered by others as they were in receipt of inappropriate and hurtful comments.
- 3.17 Pupils have a deep appreciation of the non-material aspects of life, as they are actively encouraged to discuss what spirituality means to them. For example, Year 3 pupils spoke passionately about how believing in something makes you feel good inside, regardless of your actual faith. Older pupils recognise the connection they feel through their relationships in school and express empathy for those who may see life differently. They are inspired by the natural environment of Kenya to write poetry or just feel at peace. Pupils explore their feelings sensitively in art, drama and music; for example, Year 7 pupils were fully immersed in the power of the lyrics and the beauty of the sound as they learnt to sing *Singabahambayo*, a Zulu gospel song. Many pupils' choice of project for their IPQ reflects their desire to explore spiritual aspects of life beyond their everyday understanding, such as 'should you choose your own religion' and 'do trees communicate', which they do with great maturity
- 3.18 From an early age, pupils demonstrate a strong sense of right and wrong. They conduct themselves sensibly and courteously around the school, and their classroom behaviour is exemplary, giving them every opportunity for productive study. In response to the questionnaire, almost all pupils felt that the school expects them to behave well; this was endorsed by parents and staff. Although pupils understand expectations for behaviour and are generally very respectful, some older female pupils raised their concerns about discourteous opinions expressed by their male colleagues. In wellbeing lessons and in form time, pupils discuss rules, responsibilities and consequences including the Kenton expectations, a simple set of positive actions that pupils earn rewards for exceeding. Moral issues are a feature of some lessons. Pupils in Year 7 maturely considered 'is piracy ever justified?' reflecting both sides of the arguments thoughtfully to conclude that piracy could be justified if people are starving and need food. Pupils engage readily with each half-term value; they creatively designed symbols to reflect the value 'gratitude' and, in history, offered gratitude to Emmeline Pankhurst. Year

8 pupils also explore complex moral issues of their own choosing in their IPQ such as 'Is football ethical?', effectively drawing on evidence to draw well-argued conclusions.

- 3.19 Pupils are very socially aware in the largely harmonious community that exists at the school. They work very well together in their chosen groups to solve common goals successfully. They listen carefully to each other, readily share ideas and offer sensitive and informed criticism when invited to do so. Pupils' social development is developed through their lessons, with shared learning a regular feature and by their participation in events such as group presentations for the science fair. For example, pupils in Year 2 were full of excitement as they worked together on a matching card and dice game in mathematics, whilst actively supporting one another; in games, pupils usefully discussed tactics in order to improve their team performance; the cast in the school production worked most effectively together with their teachers to determine who needed to be where on the stage in order to make the scene flow. In their free time, pupils are harmonious in their social interactions creating a tangible sense of community and mutual support. There are many opportunities for pupils to take on responsibilities in the school. Pupils of all ages can volunteer for positions such as form representative. The oldest pupils rise to the challenge of taking on roles of considerable responsibility including house captains, prefects and heads of school. They fulfil their duties with enthusiasm and take great pride in their contributions to the community. House captains described with enthusiasm how they planned their house meetings and encouraged their house to collect more merits. Pupils actively involve themselves in supporting a wide range of local, national and global charities that they select, organising their own fund-raising activities.
- 3.20 Pupils have an excellent understanding of the need to stay healthy and safe. They put this into practice through their participation in the many opportunities for sport and physical exercise, before school, in dedicated lessons and in the many after-school activities. Pupils engage with their science and wellbeing lessons as they learn the importance of a balanced diet. For example, Year 7 worked in groups to research video clips on healthy living after an initial introduction to a balanced meal by a celebrity chef. Form representatives frequently submit pupil recommendations for improving their lunches, such as abandoning vegetarian Mondays as the school does not force vegetarians to have carnivore day. Pupils have an excellent understanding of how to keep themselves safe online, which is generally supported by active scrutiny of pupils' use of technology. Year 5 pupils spoke with confidence about the differences between private and personal information and the importance of preserving a positive digital footprint. In response to the questionnaires, almost all pupils agreed that they understood how to keep safe online and a very large majority of parents agreed that the school encourages pupils to adopt a healthy lifestyle.
- 3.21 Pupils demonstrate deep respect for others in the school community. The rich mixing bowl of cultural backgrounds enables pupils to accept individuality and diversity. It very much comes as second nature. Tolerance and understanding of other faiths and beliefs are also explored in TPR lessons throughout the school. Pupils in Year 3 showed an excellent maturity around differences when looking at the battles between Portuguese Christians and Arabic Muslims, commenting that although their friends were both Muslim and Christian, they do not fight at all. Kenyan culture is celebrated in the annual cultural day. Junior school pupils frequently celebrate festivals that are significant amongst the diverse pupil community and senior school pupils have expressed their interest in doing the same. Pupils have the confidence to express their feelings on matters of race, for example Year 7 spoke passionately about apartheid in South Africa. Their sense of injustice was strong and their belief in equality is powerful. Pupils in Year 8 eloquently spoke about what racism meant to them and what impact it has on people in different ways, courageously sharing their own personal experiences and concerns. In response to the questionnaires, a very large majority of parents and pupils agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.

4. Inspection Evidence

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

Inspectors

Mrs Serena Alexander	Reporting inspector
Mr Graham Gorton	Team inspector (Former head, ISA school, England)
Mr Michael Higgins	Team inspector (Head, IAPS school, Nigeria)