



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**Braeburn Garden Estate International School**

**May 2022**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
Preface	5
Key findings	6
Part 1 – Quality of education provided	6
Part 2 – Spiritual, moral, social and cultural development of pupils	7
Part 3 – Welfare, health and safety of pupils	7
Part 4 – Suitability of staff, supply staff, and proprietors	8
Part 5 – Premises of and accommodation at schools	9
Part 6 – Provision of information	9
Part 7 – Manner in which complaints are handled	9
Part 8 – Quality of leadership in and management of schools	10
Part 9 – Minimum Standards for Boarding	10
<b>3. Inspection Evidence</b>	<b>12</b>

## School's Details

<b>School</b>	Braeburn Garden Estate International School			
<b>Address</b>	Braeburn Garden Estate International School Garden Estate Road PO Box 16944 00620 Nairobi Kenya			
<b>Telephone number</b>	+254 (20) 501 8000			
<b>Email address</b>	enquiries.garden@braeburn.ac.ke			
<b>Executive headteacher</b>	Mr Tim Richards			
<b>Proprietor</b>	Braeburn Schools Ltd			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	733			
	<b>Day pupils</b>	697	<b>Boarders</b>	36
	<b>Early years</b>	85	<b>Primary</b>	290
	<b>Seniors</b>	273	<b>Sixth Form</b>	85
<b>Inspection dates</b>	Inspection:	12 to 13 May 2022		
	Follow-up inspection:	5 July 2022		

## 1. Background Information

### About the school

- 1.1 Braeburn Garden Estate International School is a co-educational day and boarding school. The school was established in 1979 and moved to its current 30-acre site on the outskirts of Nairobi in 1985. The Garden Estate School is one of a group of nine schools across Kenya and Tanzania owned by Braeburn Schools Ltd whose directors act as the governors of the school. The day-to-day management of the school is the responsibility of the executive headteacher, who is also the primary headteacher, a secondary headteacher, two assistant headteachers for the primary school and two deputy headteachers for the secondary school. Their work is overseen by the group's management committee.
- 1.2 The school is divided into four sections: an early years unit for children up to the age of five; a primary school for pupils in Years 1 to 6; a secondary school for pupils in Years 7 to 11; and a sixth form. The school offers weekly boarding. Boarders are accommodated in one boarding house with separate wings for male and female pupils.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by national government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school's vision is for every pupil to become a successful learner, a confident individual and a responsible citizen. Its mission is to: value and celebrate diversity, nurturing personal growth by being inclusive and truly international; help pupils discover the fulfilment that comes through learning in a fun and caring environment; offer British and international curricula to a multi-national pupil body who progress to gain places at universities worldwide.

### About the pupils

- 1.5 Pupils come from both expatriate and local families, with parents working in a range of businesses and professions. The families represent around 80 nationalities, from differing ethnic backgrounds. Standardised test data indicate that the ability profile of the pupils is broadly average when compared to other pupils taking the same tests. The school has identified 90 pupils as having special educational needs and/or disabilities (SEND), 72 of whom receive additional specialist help. Around half of the pupils have English as an additional language, although only 28 of these require additional support for their English.

## 2. Inspection of Standards for British Schools Overseas

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

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

**Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in September 2018.

## Key findings

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

### Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1, 2(a)–(d)(i) and (e)–(i), 3 and 4] are met, but the standard in paragraph 2(2)(d)(ii) cannot be met because of the requirements of the host country.**
- 2.3 The school's curriculum policy, plans and schemes of work take into account the ages, aptitudes and needs of the pupils and indicate that the curriculum is appropriately planned. All pupils have the opportunity to gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum allows for pupils to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. The formal curriculum is supplemented by a wide range of well-supported extra-curricular activities which take place during the lunch break and after school, with a strong focus on sporting activities. This good choice of extra-curricular activities is acknowledged by a very large majority of pupils and parents in their responses to the pre-inspection questionnaires.
- 2.4 The early years unit follows a programme which is based on the UK's framework for the Early Years Foundation Stage (EYFS). Children learn through indoor and outdoor play-based activities that focus on the prime areas of the curriculum which aim to develop their social, communication and physical skills. Children also engage in activities such as music, nature walks, swimming, physical education, information and communication technology and cooking. In the primary section, pupils follow a programme which is largely based on the English National Curriculum, but they are given the opportunity to learn from their context in East Africa. There is a strong focus on the core subjects of English, mathematics and science, but a broad and balanced curriculum is provided with performing arts, music, art and sport playing a crucial role. In addition, from Year 3 onwards, pupils learn French and Kiswahili. In the secondary section, the curriculum prepares pupils to sit examinations for the International GCSE (IGCSE) run by the Cambridge International Examination Centre. The typical pupil takes eight or nine IGCSEs, which include English and mathematics and options to select from a wide range of humanities subjects, up to three science subjects, and other language, creative and performing arts options. For those who choose to stay on in the sixth form, the school offers the possibility of studying for the International Baccalaureate (IB) Diploma or the IB Career-related Programme, which combines a business and marketing BTEC course with two diploma programme courses.
- 2.5 The curriculum provides opportunities for pupils to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in both Kenyan and British societies. Personal, social, health and economic education (PSHE) encourages respect for the protected characteristics of age, disability, pregnancy and maternity, sex, race, religion or belief, but the promotion of certain aspects relating to gender reassignment, marriage and civil partnership and sexual orientation are precluded by local legislation. Up-to-date careers guidance is provided by the Braeburn group's careers and university admissions adviser, and pupils in Year 10 undertake work experience.
- 2.6 The teaching enables pupils to acquire new knowledge and make good progress, a fact acknowledged by a very large majority of pupils in their responses to the questionnaire. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. The teaching is generally well planned, uses effective teaching methods and fosters pupils' interest. The teaching generally makes effective use of resources although, in some subjects, particularly in the primary school, there is sometimes an over-reliance on the use of worksheets which

can limit pupils' progress. The specialist teaching for pupils with SEND is well organised and shows good understanding of their needs, although these are not always taken into consideration by class or subject teachers.

- 2.7 The school has a suitable framework to assess pupils' performance and progress and to inform teaching. From Year 3 onwards, pupils take standardised tests which give an indication of their ability as well as their attitudes to learning and school. Appropriate intervention is provided where these tests indicate cause for concern. Final assessments of pupils' attainment are provided in Year 11 through IGCSE examinations, and in Year 13 through the IB Diploma and BTEC programmes.

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

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

- 2.9 Through its PSHE programme, school assemblies and cultural days, the school promotes values which are fundamental to life in Britain, Kenya and other countries. The Braeburn Circles, which are on prominent display, focus on the development of confident individuals, responsible citizens and learners who enjoy success and promote inclusivity and respectfulness. The school is successful in developing pupils' self-knowledge, self-esteem and self-confidence and helping pupils to distinguish right from wrong and accept responsibility for their own behaviour. Through various initiatives in different parts of the school and the community, action and service (CAS) programme in the sixth form, pupils contribute to those in the locality and wider afield. Insofar as the law of the country permits, the school encourages pupils to have respect for other people regardless of their background or the protected characteristics as outlined above. The school calls on the wide range of nationalities and cultures represented in the school to promote tolerance and harmony between different ethnic, religious and cultural backgrounds. Pupils understand the importance of laws and justice and have respect for democracy and the democratic process.

## **Part 3 – Welfare, health and safety of pupils**

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

- 2.11 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding matters are overseen by four designated safeguarding leads (DSL), each of whom has a deputy DSL. All have been appropriately trained and have a thorough understanding of their roles and responsibilities. The four teams work closely together, meeting weekly to discuss any matters arising. In addition, there is a wider safeguarding committee which includes staff with differing pastoral and support responsibilities as well as secondary head prefects. Additional support for the DSLs is provided by the Braeburn Schools Group's safeguarding trustee and safeguarding lead and via a group of professionals to whom the DSLs can turn for advice when needed. The group's safeguarding board provides oversight of the school's arrangements, and the DSLs' knowledge and understanding are strengthened through termly meetings with the DSLs from other Braeburn schools. The safeguarding policy has been revised to take account of the most up-to-date guidance for schools in the UK. There are two safeguarding policies, a child protection policy for the school and a group safeguarding policy, which cover largely the same matters.
- 2.12 All staff receive regular training in safeguarding, and induction for new members of staff is thorough. Staff know what to do should they receive a concern about a pupil or an allegation about a member of staff. Posters throughout the school inform pupils to whom they should turn if they have a concern. A small minority of pupils who responded to the questionnaire said they could not talk to a member of staff if they are worried or concerned, but this was not the view conveyed to inspectors when interviewing pupils, all of whom said they had someone they would be happy to talk to. Pupils know

how to keep themselves safe online, and the school has appropriate internet filters in place to prevent access to harmful websites. The school has introduced a new system for keeping records of any safeguarding or behavioural incidents. All staff have been trained in its use, which is helping the DSLs to analyse areas of concern and to have a comprehensive overview of both safeguarding and behaviour.

- 2.13 At the time of the original inspection, the single central register of appointments showed that not all of the required checks had been carried out for new members of staff before starting work, and references had not been obtained for all members of staff. Since then, the school has tightened its procedures and ensured that references have been obtained and all relevant checks have been undertaken on all new staff before they start work.
- 2.14 The behaviour policies for primary and secondary schools outline sensible measures to promote good behaviour and are, in the main, implemented effectively. Although the vast majority of pupils, in response to the questionnaire, acknowledge that the school encourages them to respect other people and to be tolerant of those with different faiths and beliefs, discussions with pupils during the inspection showed that this is not always the case and indicated that there are occasions when a small minority of pupils use inappropriate language or thoughtless comments. As a result, a small minority of pupils feel that the school does not do all that it can to prevent bullying from happening. The school's records show, however, that any such incidents which come to light are investigated thoroughly and appropriate sanctions are applied.
- 2.15 The school has appropriate procedures for ensuring pupils' health and safety. In their responses to the questionnaires, the vast majority of parents and most pupils agree that the school enables pupils to learn in a healthy and safe environment. The school keeps detailed records of safety checks and regular maintenance. Hazardous materials are stored safely. The site is kept safe and secure. Vehicular access runs through the site but is carefully controlled at the start and end of the day to reduce risks to pedestrians. The school has recently undertaken a fire-risk assessment and drawn up a plan for dealing with its recommendations. An external company tests and maintains signage, fire extinguishers and fire alarms. Staff and pupils know what to do in case of fire or lockdown. Two full-time nurses oversee first-aid arrangements, and 45 members of staff received first-aid training earlier in the year. The nurses record details of any accidents, maintain a record of pupils who have sought first-aid help, and check the contents of first-aid kits each term. Although a few parents and pupils think there should be greater presence of staff at breaks and lunchtimes, the vast majority feel that pupils are well supervised in school and on school trips. The school has a suitable risk assessment policy. Risk assessments for premises, activities and off-site visits are thorough and take into account the particular circumstances of the school, such as the large pond and wildlife area. Risk assessments are monitored by the health and safety committee and the school's administration manager. Pupils' attendance is checked each morning and afternoon, and any unexplained absences are followed up. The school maintains an admission register which contains contact details for the parents of all pupils.

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

- 2.16 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.17 At the time of the original inspection, the central register of appointment checks did not provide a comprehensive record of the checks undertaken on proprietors and those working in the school. There was no record of the date on which a person's right to work in Kenya was checked or of the date on which board members started. Qualifications had not always been checked for locally employed staff, and documentation to provide evidence of the checks undertaken was not always available in staff files. Some checks had been carried out after staff had started working in the school. Following the inspection, the school reviewed its procedures and implemented a much more rigorous process for checking the suitability of staff, proprietors and volunteers. The school took steps to address historical



omissions and missing documentation before the second inspection visit. For staff appointed since the original inspection, all of the required checks have been undertaken before staff have started work. The central register of appointment checks now provides an accurate record of the checks undertaken. As a result, evidence has been provided to show that all those currently working in the school are suitable to work with children.

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

### **2.18 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

2.19 Suitable toilet, washing and changing facilities are provided for pupils of all ages. The inspection found that they are generally well maintained and clean. 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 adequately maintained and are checked regularly so that, so far as is reasonably practicable, the health, safety and welfare of pupils, staff and visitors are ensured. The site is secure. Acoustic conditions and sound insulation are suitable. There is adequate internal and external lighting. Drinking water is provided through fresh bottled water at many different sites around the school and is clearly identifiable as such. Pupils have extensive outdoor space for physical education and play.

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

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

2.21 A range of information is provided or made available to parents and parents of prospective pupils. Contact details for the school, its headteachers and the proprietor, as well as a statement of the school's ethos, are provided to parents. The safeguarding policy and the complaints policy and procedures are posted on the school's website. Parents are informed via the website that they can request copies of the admissions policy; the provision for pupils with SEND or EAL; the curriculum policy; the behaviour and exclusions policy; the anti-bullying policy; the health and safety policy and the first aid policy. Parents may also request the number of complaints registered under the formal procedure and particulars of the school's academic performance during the preceding school year, including the results of any public examinations. Parents are provided with termly reports of their own children's progress and have opportunities to meet with staff each term.

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

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

2.23 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). Prior to the inspection, the policy did not make clear the time scales for stages 2 and 3 of the process, but this was rectified in time for the inspection. At the third stage, the policy allows for a parent to be accompanied, and the panel can make findings and recommendations which are communicated to the complainant. At the time of the original inspection, the school did not maintain a log of the complaints it receives but recorded any complaints within the software designed for recording safeguarding and behavioural concerns. Following the inspection, the school devised a suitable pro forma for the recording of complaints. It now has a confidential written record of complaints which records whether complaints are resolved following a formal procedure or proceed to a panel hearing, the action taken by the school as a result of those complaints and identifies those complaints which relate to boarding provision.

## Part 8 – Quality of leadership in and management of schools

- 2.24 The standard relating to leadership and management of the school [paragraph 34] is met.
- 2.25 At the time of the original inspection, the governing body and the school's leaders did not have sufficient knowledge and understanding of the standards for British schools overseas to meet these standards consistently and to ensure that they actively promoted the well-being of pupils. Since that time, the proprietor has ensured that both the governing body and the school's leaders have improved their knowledge and understanding of the required standards, in particular with regard to the procedures for checking the suitability of staff and proprietors and for maintaining a comprehensive record of the checks undertaken. They have also instituted a log of complaints received. As a result, the governing body and the school's leaders can now demonstrate sufficient knowledge and understanding of the standards for British schools overseas. They fulfil their responsibilities effectively so that these standards are met consistently and, as a result, they actively promote the well-being of pupils.

## Part 9 – Minimum Standards for Boarding

- 2.26 The Minimum Standards for Boarding [standards 1 – 20] are met.
- 2.27 The school has a suitable statement of boarding principles and practice which is available to staff, boarders and their parents. There is an appropriate process of induction and guidance for new boarders, who are assigned a buddy when they first join the school. Boarders can contact their parents and families in private. The school has appropriate policies for the care of boarders who are unwell and ensures that their physical and mental health and emotional well-being are promoted. Suitable accommodation is provided to cater for the needs of boarding pupils who are sick or injured. All medication is safely and securely stored, and proper records are kept of its administration.
- 2.28 Suitable sleeping accommodation is provided for boarders; accommodation for female boarders is separate from that provided for boys. It is organised and managed well. All boarders have their own rooms, which provide space for private study, and there are communal areas for social purposes. Toilet and washing facilities are suitable; they provide appropriate privacy and are reasonably accessible from the sleeping accommodation. Boarders' rooms are suitably furnished and of sufficient size, and boarders may personalise their rooms if they wish. The school ensures compliance with relevant health and safety laws and maintains accommodation so that the health, safety and welfare of boarders is ensured. Appropriate action is taken to reduce any identified risks. The school complies with local fire standards and conducts fire drills regularly during boarding time.
- 2.29 All boarders are provided with meals in the central dining hall which are adequate in nutrition, quantity, quality, choice and variety. In addition to main meals, boarders have access to drinking water and a means of preparing food at reasonable times. Adequate laundry provision is made for boarders' clothing and bedding. Reasonable protection is provided for boarders' personal possessions, money or valuables.
- 2.30 There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient free time each day. They have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas where boarders may be alone if they wish.
- 2.31 The school ensures that arrangements are made to safeguard and promote the welfare of boarders. It consistently implements a written policy to promote good behaviour which includes measures to combat bullying and to promote positive behaviour. Staff employed to work with boarders have a job description which reflects their duties. They receive induction training when newly appointed and receive regular reviews of their boarding practice. Staff supervising boarders outside teaching time are sufficient in number, training and experience. Boarders are at all times under the responsibility of an identified member of staff who know the whereabouts of boarders in their charge. There is always an adult member of staff sleeping in each part of the boarding house, and boarders have a satisfactory

means of contacting that member of staff at night. Suitable accommodation, toilet and washing facilities, appropriately separated from boarders' accommodation, are provided for residential staff.

- 2.32 Boarding house parents have an adequate level of experience and demonstrate good skills and knowledge appropriate to their roles. They manage their roles effectively and ensure there are equal opportunities for all boarders, who have the opportunity to contribute their views on the operation of boarding provision at a weekly meeting. They follow and maintain relevant policies which actively promote the well-being of pupils.

### 3. Inspection Evidence

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

#### Inspectors

Mr Graham Sims

Reporting inspector

Mrs Serena Alexander

Assistant reporting inspector