



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**Banana Island School**

**May 2022**

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## School's Details

<b>School</b>	Banana Island School			
<b>Address</b>	Banana Island School 227 Close Banana Island Ikoyi Lagos Nigeria			
<b>Telephone number</b>	+234 812-992-7447			
<b>Email address</b>	office@bananaislandschool.com			
<b>Headteacher</b>	Mr Bradley Sailes			
<b>Proprietor</b>	Banana Island School Limited			
<b>Age range</b>	3 months to 11 years			
<b>Number of pupils on roll</b>	85			
	<b>EYFS</b>	58	<b>Primary</b>	27
<b>Inspection dates</b>	18 to 19 May 2022			

## 1. Background Information

### About the school

- 1.1 Banana Island School is an independent co-educational school situated within a security-controlled, gated estate off the Lagos mainland. The school's purpose-built facilities include a computer suite, learning resource centre and swimming pool.
- 1.2 Opened in January 2011, the school has a board of directors one of whom oversees the school together with an advisory board of governors. The school's Early Years Foundation Stage (EYFS) comprises a creche, toddlers group, playgroup, two nursery groups and a reception class. The primary section of the school includes mixed year groups.
- 1.3 A new headteacher was appointed in January 2022.

### What the school seeks to do

- 1.4 The school aims to promote excellence and endeavour in academic work, leisure, sporting activities and service to the community. It seeks to enable pupils to be happy, determined, resilient and to care for others within a family atmosphere, supported by effective communication with parents.

### About the pupils

- 1.5 Pupils come from families who are resident on the Banana Island estate, or from the immediate surrounding areas of the city of Lagos. The school's own assessment data, using internationally standardised tests, indicate that the pupils' ability is above average overall compared with pupils taking similar tests elsewhere. The school has identified a very small number of pupils as having special educational needs and /or disabilities (SEND) and they receive additional support as required. Five pupils speak English as an additional language (EAL) but do not require assistance in this regard.

## 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.

## 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 2(1)(a) and (b), 2(2)(f) and (h), and 4 are met, but that relating to paragraph 2(2)(d) [curriculum] is not met because some aspects are precluded by the host country's legislation.**
- 2.3 Pupils follow a curriculum which is based on the English National Curriculum, including for those children within the Early Years Foundation Stage (EYFS). Older pupils are prepared to sit competitive entry examinations at age 11 for academically selective senior schools, where they are successful in gaining places. Pupils also have access to a suitable broad range of extra-curricular activities which provide opportunities for them to gain additional skills.
- 2.4 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human, social, physical, and aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills. It also provides personal, social, health and economic education (PSHEE), French and religious education. Policies, weekly subject plans and schemes of work for all subjects and learning areas take account of the ages, aptitudes and needs of the pupils, including for those children of pre-school age. All pupils have the opportunity to learn and make progress and to prepare for the opportunities, responsibilities and experiences of life in British society. The curriculum places suitable emphasis on pupils' understanding of fundamental British values alongside those of many other countries. Through its curriculum, the school promotes respect for certain protected characteristics, namely age, disability, pregnancy and maternity, sex, race, religion or belief, but the promotion of aspects relating to gender reassignment, marriage and civil partnership and sexual orientation are precluded by local legislation.
- 2.5 The teaching enables pupils to acquire new knowledge and make good progress. Pupils with SEND receive specialist support to meet their needs. Teaching is suitably planned, employs effective methods, uses a range of resources and demonstrates good subject knowledge and understanding. PSHEE teaching encourages respect for other people in as far as is allowed by the laws of the host country. Strategies for managing behaviour are effective. Teaching does not discriminate against pupils with protected characteristics. The school has a suitable framework to assess pupils' performance and to track their progress.

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

- 2.6 The standard relating to spiritual, moral, social and cultural development in paragraphs 5(a) and (b) (i) to (v) and (vii) to 5(d) is met, but in paragraph 5(b)(vi) it is not met because it is precluded by the host country's legislation.**
- 2.7 Through adherence to the school's aims, its programme for PSHEE and religious education, assemblies and a variety of special activities and events which take place throughout the year, the school actively promotes fundamental British values of democracy, rule of law, liberty, respect and tolerance and furthers the pupils' personal development. Pupils are taught effectively to distinguish right from wrong and to accept responsibility for their own behaviour. The school prepares pupils for the responsibilities of citizenship in the host country, England and the wider world with appropriate regard for public institutions. The school ensures that principles are actively promoted which encourage respect for other people, in so far as is allowed by the laws of the host country, as outlined above. Pupils' respect for democratic processes is enhanced through their participation in the school council.

They are encouraged to consider the needs of others less fortunate than themselves and enthusiastically engage in charitable activities. The school effectively precludes the presentation of partisan political views.

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

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

- 2.9 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. It takes into account guidance provided for schools in England and applies them in the local context. There are effective links with the Lagos state authority and appropriate referrals are made to relevant services when required. Staff are appropriately trained when they join the school and then through annual training sessions and regular updates. The overseeing director, advisory board of governors and senior leaders maintain effective oversight of safeguarding procedures, monitor the implementation of the safeguarding policy and ensure that an annual review of policy and procedures is undertaken. The designated safeguarding lead (DSL) maintains confidential records of all child protection concerns and is readily available to deal with any issues that arise. Pupils are made fully aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSHEE programme. There is a designated safeguarding lead for the EYFS section of the school and a designated safeguarding advisory governor, both of whom are suitably trained for their respective roles, as is the DSL.
- 2.10 The school has an effective policy in place to prevent bullying, including cyber-bullying. The PSHEE programme and additional anti-bullying events educate pupils about bullying, how to prevent it and what to do should they encounter it. As a result, bullying is not a characteristic of school life, and pupils confirm that this is so, and that if it did occur it would be dealt with swiftly and effectively. Procedures to promote good behaviour are known and understood by pupils and staff and implemented effectively. Relationships between pupils and between pupils and staff are friendly and respectful. Good behaviour is the norm, and any rare instances of inappropriate behaviour are taken seriously by the staff and school leadership, addressed quickly and effectively, so that pupils learn from their mistakes and move on positively.
- 2.11 The school ensures appropriate approaches to health and safety; the school's policies and practice meet the requirements of the Nigerian authorities and are in accordance with expectations for schools in England. Effective health and safety training is provided for staff on induction and any additional needs are covered at staff meetings. Thorough records are kept of all health and safety checks, including of accidents and incidents so that any patterns or trends can be identified and appropriate actions taken if necessary. Security checks, both for those entering the premises and of the school's perimeter are vigilant. Closed circuit television cameras are suitably provided to augment surveillance. Fire alarms and fire-fighting equipment are serviced regularly, and appropriate records kept. Fire drills are carried out at least termly and are monitored for their effectiveness. The local fire authority carries out an annual fire risk assessment and has confirmed its approval of the school's arrangements for fire safety. Hazardous materials are stored securely. An effective risk assessment policy is in place and risk assessments seen during the inspection demonstrate effective identification and mitigation of risks, which may affect pupils' welfare, health and safety.
- 2.12 The school has appropriate policies for first aid and related matters and has effective arrangements to provide for pupils who are ill or injured. A full-time nurse is available throughout the school day and a sufficient number of staff are trained in first aid. Appropriate records are kept of any medical incidents or consultations. Medicines are stored securely. First aid kits are available in suitable locations around the school and for school sports events and trips. The school communicates promptly with parents should their child be ill or injured. Staff are made appropriately aware of any medical issues regarding individual pupil's physical or mental health.

- 2.13 A suitable number of members of staff are on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day. Supervision levels for children in the EYFS section of the school are sufficient at all times. One-to-one peripatetic music lessons are chaperoned by an additional member of staff. Admission and attendance registers meet local and English requirements and are retained for the requisite period of time.

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

- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] are met.**
- 2.15 The school carries out the required checks on staff and directors to ensure their suitability to work with children. For local teaching, administrative and domestic staff, additional checks are made to the standard Nigerian procedure to meet the British Overseas (BSO) Standards requirements. For staff who have lived or worked overseas, checks are made on employment history and good conduct in their home or host countries. For staff who have lived or worked in the UK, checks ensure that no person employed by the school has been barred or prohibited from teaching or from managing a school. The checks also ascertain each person's identity, their medical fitness and their right to work in the country. All checks are carried out in a suitably timely manner and recorded accurately on a single central register of appointments. Staff files contain all items of corroboratory documentation.

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

- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.17 Suitable and well-maintained toilet and washing facilities are provided for pupils of all ages. The school's medical room provides appropriate accommodation and facilities for the short-term care of sick or injured pupils. The buildings are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. The acoustics and ventilation in all areas of the school are suitable. Interior and exterior lighting is adequate. Drinking water dispensers are available for pupils throughout the school. There are suitable spaces for outdoor play and for games sessions both in the curriculum and within the extra-curricular activities.

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

- 2.18 The standard relating to the provision of information [paragraph 32] is met.**
- 2.19 The requisite range of information is variously published, provided or made available to parents, inspectors and local authorities. The information includes details about the overseeing director, the aims of the school and the curriculum offered. Arrangements and policies for admission, behaviour and exclusions, bullying, health and safety, first aid, provision for pupils with SEND and those with EAL are available on the school's website. Pupils do not take national curriculum tests but the results of their entry to senior schools are published. Parents receive a full written report regarding their child's progress and attainment at the end of each school term. The safeguarding policy is posted on the school's website.

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

- 2.20 The standard relating to the handling of complaints [paragraph 33] is met.**
- 2.21 The school has an appropriate complaints policy, which is available to parents through the school's website along with information about the number of complaints, registered under the formal procedure during the preceding school year. This process seeks to resolve any complaint informally but, if concerns are not resolved, parents may proceed to lodge a formal complaint in writing. If the



complaint remains unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school and which parents may attend, accompanied if they wish. The panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. The policy provides clear time scales for each stage of the complaints process, and the school's records show that complaints are handled promptly. At the time of the inspection, all recent complaints and concerns had been resolved at the informal stage.

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

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

2.23 The overseeing director and advisory board of governors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the BSO standards are met consistently, and the well-being of pupils is actively promoted.

### **3. Inspection Evidence**

- 3.1 The inspector observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. He held discussions with members of staff and with the overseeing director and designated safeguarding advisory governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. The inspector 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 inspector examined curriculum and other regulatory documentation made available by the school.

#### **Inspectors**

Mr Andrew Farren

Reporting inspector