



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

St Andrew's School, Turi, Kenya

Prep School [EYFS to Year 8]

and

Senior School [Year 9 to Year 13]

March 2022

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School's Details

School	St Andrews School – Turi – Kenya			
Address	St Andrews's School, Turi Private Bag Molo 20106 Kenya			
Telephone numbers	Prep school	+254 (0) 20 2025709		
	Senior school	+254 (0) 20 2025709		
Email addresses	Prep school	headprepschool@turi mail.co.ke		
	Senior school	headseniorschool@turi mail.co.ke		
Headteachers	Prep school	Mr Ian Wright		
	Senior school	Mr Ben Pennington		
Chair of governors	Mr Mbuvi Ngunze			
Age range	Prep school	3–13		
	Senior school	13–19		
Number of pupils on roll	Prep school	233		
	Senior school	364		
Prep School	Day pupils	0	Boarders	233
	EYFS	21	Prep	212
Senior School	Day pupils	0	Boarders	364
	Seniors	243	Sixth Form	121
Inspection dates	14 to 17 March 2022			

1. Background Information

About the school

- 1.1 St Andrew's School, Turi, Kenya is an international co-educational boarding school. The school was established as a preparatory School in 1931 and accepts pupils as full boarders from the age of 5 to 6 with pupils moving to the senior school in Year 9. The senior school and the sixth form college (known together as St Andrew's Senior School) accept pupils between the ages of 13 and 18. The two sections of the school (preparatory and senior) occupy the same 450 acres of secure campus. The senior school share some facilities with the prep school, particularly for sport. The school is a company limited by guarantee and is overseen by a board of governors.

What the school seeks to do

- 1.2 The school seeks to provide a well-rounded British curriculum education within an international multicultural Christian boarding setting. It aims to provide a happy, stimulating, well-rounded educational experience for children from a wide range of backgrounds. It encourages its pupils to grow into well-educated, confident, self-disciplined and compassionate young adults who live and lead with courage, integrity and compassion. Additionally, the School aims to prepare pupils with the skills, knowledge and dynamism needed to thrive at university level and beyond, ensuring that every pupil has opportunities and develops the resilience, resourcefulness, initiative and integrity required to succeed.

About the pupils

- 1.3 The ability profile of the pupils is above average compared with those taking the same tests in the United Kingdom (UK). Pupils admitted to the school are expected to have sufficient command of the English language to enable them to benefit from the education provided and be able to adapt quickly to the demands of learning in an English-speaking school. There are over 34 nationalities represented in the school including those from Kenya, neighbouring or next to neighbouring countries, with pupils drawn from mainly business and professional families. The school has identified 185 pupils as having special educational needs and /or disabilities (SEND), specialist support is provided for 67 of these who receive support either in or outside lessons. For almost all pupils at the school, English is an additional language (EAL). However, the vast majority of these are bilingual or trilingual and speak English fluently. Specialist EAL support is provided by the school for two pupils. Data used by the school has identified 92 pupils as being the most able in the school's population, and they receive additional curriculum support within department and through extra-curricular activities.

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 2015.

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 2, 3 (a) to (i) and 4 are met, but that relating to paragraph 3(j) (teaching) is not met because it is precluded by the country's legislation**
- 2.3 The curriculum in both the senior and prep sections of the school is well balanced and provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables pupils to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils, including those with SEND. A wide range of extra-curricular activities provides opportunities in sport, the performing and creative arts and adventurous activities. All pupils also study Kiswahili. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, underpinned by an understanding of fundamental British and Kenyan values, which closely reflect the fundamental values of the school.
- 2.4 The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by most parents and pupils in their response to the pre-inspection questionnaires. Additional support is provided for the small number of pupils who join the school with limited English and for those with SEND. In most lessons, throughout both schools, the teaching is well-planned including challenge for the most, employing effective teaching methods, using a variety of resources, demonstrating good subject knowledge and understanding, with effective behaviour management. The curriculum is unable without constraint to include content and material relating to gender reassignment, civil partnership and same-sex unions as they are not recognised in Kenyan law and the promotion of any such related issues is precluded by the Kenyan legislation. The curriculum is otherwise based on the English national curriculum.
- 2.5 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

- 2.6 The Standards relating to spiritual, moral, social and cultural development in sub-paragraphs 5 (a), (b) (i) (ii) (iii) (iv) (v) (vii) are met but that in sub-paragraph 5 (b) (vi) [encouraging respect for other people] is not met because it is precluded by the country's legislation**
- 2.7 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 promotes principles which enable pupils to develop self-knowledge, esteem and confidence; distinguish right from wrong; accept responsibility for the behaviour; contribute to lives of others; and gain knowledge and respect for public institutions in England and for responsibilities of Kenyan citizenship. Further, it encourages tolerance and harmony between different cultural traditions and a balanced presentation of political views and preclusion of partisan political views. The schools encourage respect for other people with regard to the following protected characteristics as set out in the UK Equality Act 2010; age, disability, pregnancy and maternity, race, religion or belief. The promotion of those relating to gender reassignment, marriage and civil partnership and sex are precluded to some degree by the host country's legislation. A small minority of pupils stated in their questionnaires that their views on boarding were not always listened to. In discussion with boarders, across all age groups, they

confirmed that they are encouraged to contribute views on the operation of boarding provision and are able to raise concerns and complaints and were able to indicate changes that had been made in response to their concerns.

- 2.8 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

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

- 2.10 Appropriate arrangements are in place to safeguard and promote the welfare of pupils at the school and such arrangements take account of Kenyan law and have regard to guidance in the United Kingdom. The schools ensure that staff training enables pupils to be listened to and provided with early help. The particular vulnerability of those with SEND is acknowledged and allowances are made for them. The senior and prep schools have a designated safeguarding lead (DSL) who are assisted by deputies (DDSLs), one of whom has responsibility for the Early Years Foundation Stage (EYFS), all of whom have an up-to-date level of training for their roles. All teaching and auxiliary staff, receive annual training appropriate to their roles from the DSL, supplemented by regular on-line training including a 'child protection for international schools' module. All new staff receive appropriate induction training which includes the school safeguarding policy, information about the identity and role of the DSLs, the staff code of conduct, whistle-blowing procedures and acceptable use of technologies. Pupils receive suitable guidance relating to issues that might affect their welfare, health and safety through the PSHE programme, assemblies and tutor time.
- 2.11 Procedures to promote good behaviour are understood by pupils and staff and are implemented effectively. 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 these are effectively monitored in order to identify any trends. Bullying including cyber bullying is prevented as far as is reasonably practical.
- 2.12 The school complies with relevant health and safety laws and fire safety standards including those which apply in Kenyan law. Record keeping is thorough and shows that there is an effective overview of health and safety procedures. Fire drills are carried out regularly, including for the boarding houses and are suitably recorded. There is a suitable system for the provision and maintenance of emergency routes and exits and effective maintenance programme for fire detectors, alarms and extinguishers. Pupils of all ages 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 attendance registers are appropriately maintained. The school has appropriate policies for first aid and their effective implementation. A small minority of pupils in the questionnaire stated that first aid treatment was not always prompt; however, pupil discussions and records showed that pupils who are ill or injured are almost always treated in a timely and appropriate manner. A suitable programme of risk assessments have been drawn up for all areas of the prep and senior schools and any related activities pupils undertake.

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

2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

- 2.14 School 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 Kenyan local requirements and guidance issued to schools in the UK. A suitable single central register appointments is maintained which details the recruitment checks undertaken. Staff files include all the required documentation.

Part 5 – Premises of and accommodation at schools

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

2.16 Suitable toilet and washing facilities are provided for pupils of all ages. There is appropriate changing accommodation for all pupils and a medical room is located on both school sites which caters for the needs of pupils who are ill or injured. The premises are maintained to a standard commensurate with health and safety requirements, including those required by Kenyan law. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is adequate as is the additional provision of handwashing stations throughout the schools to meet covid requirements. There is ample provision of outdoor spaces available for physical education and play on both school sites, including the provision of a separate play area for the EYFS children.

Part 6 – Provision of information

2.17 The standard relating to the provision of information [paragraph 32] is met.

2.18 All of the required information to comply with standards is provided or made available to current parents and parents of prospective pupils. The contact details for the school, the heads, the chair of governors and a statement of the school's aims and ethos are published on the school's website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils with SEND and EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety and the schools provision for first aid are also made available on the school's website. The school's policy on safeguarding pupils is published on the school's website and the school provides a written report on each pupils progress and attainment twice a year.

Part 7 – Manner in which complaints are handled

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

2.20 The school's complaints procedures available on the schools website. It provides for complaints to be considered on an informal basis; a formal procedure for complaints to be made in writing; a hearing before a panel which includes an independent member should parents remain dissatisfied and allows for them to be accompanied; For the panel to make findings and recommendations; and for a confidential record to be kept on the findings, including action taken by the school, whether or not the complaint is upheld. The majority of parents replying to the questionnaire said that they receive timely and helpful responses to their questions, concerns or complaints and the school's records indicate prompt responses to any concerns or complaints received, almost all of which are resolved informally.

Part 8 – Quality of leadership in and management of schools

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

2.22 The leadership and management to the school, including members of the Board of Governors, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently, and the well-being of the pupils is promoted. The school experienced a challenging time during the COVID pandemic period and at the pre-inspection visit stage in December 2021, a minority of staff expressed concerns in the questionnaire about leadership not responding to their concerns and governors promotion of pupils' well-being. The school's management have quickly taken these criticisms on board and have initiated a number of interventions, including the appointment of a staff-governor liaison officer, with more frequent governor visits and a refocused senior governance structure. At the time of the visit there was good evidence of an increased focus of management on

meeting the needs of both the pupils and staff. Staff-governor interaction now more effectively supports the oversight of decisions made by the leaders and the governing board continues to actively promote the well-being of pupils within both schools.

- 2.23 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

2.24 The Minimum Standards for Boarding [standards 1 – 20] are met.

- 2.25 The school governors and the leadership effectively monitor the delivery of boarding and welfare provision in the school. There is clear management and leadership of the practice and development of boarding in the school, which covers both the prep and senior school boarding houses. The school follows and maintains all relevant policies and logs of issues are maintained and monitored daily by the schools leadership so that the school can take immediate action as appropriate.
- 2.26 There is a suitable statement and effective implementation of the school's boarding principles and practices (*the Turi values*) which is available to parents and staff. There is a satisfactory arrangement for boarders' induction and there is a range of adults to whom boarders can turn for support. Boarders can contact their parents or families in private and the school facilitates this when necessary. Boarders' possessions are kept safe and positive behaviours actively promoted through the schools rules and culture. The school ensures that male and female boarders have equal opportunities.
- 2.27 Where necessary a written agreement between the school and those over 16 not employed by the school but living occasionally in the same premises as boarders is in place. This agreement specifies the terms of their accommodation guidance on contact with pupils and the expectation that they are aware of the school safeguarding arrangements.
- 2.28 Boarders' health and well-being and safety are actively promoted, and there are suitable arrangements for the accommodation of boarders who are unwell in the two medical centres on site. The governors and leadership ensure that the school continues to meet the standards relating to compliance and with health and safety laws; fire precautions; including those required by Kenyan law. Suitable staff recruitment checks, appropriate staffing levels and supervision of boarders are all in place. Pupil accommodation is suitable for living and sleeping and pupils have access to a wide range of sporting and other facilities. In addition, there is an appropriate choice of activities for boarders outside teaching including weekends. In the questionnaires a minority of pupils in Years 6–11 and the majority of pupils in the sixth form stated that they were not happy with the balance of free time and activities in the evenings and weekends. In discussions, particularly with sixth-form pupils, they said some relaxation of directed time had already been put in place and that there were now more opportunities for 'down time', most especially at the weekends. The pastoral team is aware of the responses and the school's senior leaders acknowledged that that the pace of life, particularly for the older pupils, was quite demanding and that it was exploring ways to ease such pressures at weekends and in the evenings. In discussion, pupils acknowledged that a number of improvements had already been put in place and they felt that the school was listening to their views and opinions.
- 2.29 Boarders have access to an extensive range and choice of safe recreational areas both indoors and outdoors and there are safe areas at school where they can be alone if they wish. Accommodation for senior and prep school pupils is suitably heated, ventilated, furnished, and maintained. There is suitable provision for food and drink outside meal times and where prefects assist with duties, they are suitably trained. Boarders can express their views through a number of school forums and also through worry and suggestion boxes.

3. Inspection of Educational Quality – [EYFS and Prep 3–13]

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.

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 excellent.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that pupils' achievement is enhanced by fully embedding the recently implemented teaching and learning strategies across all departments in the school.

The quality of the pupils' learning and achievement

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

3.5 The prep school successfully meets the school's aims to provide a well-rounded educational experience within an international Christian school setting for its pupils. A significant contributory factor to pupils' high achievement is the commitment of the leaders, staff and those responsible for governance to ensuring that all pupils are valued and encouraged to achieve their best. A minority of pupils across the year groups in the questionnaire, answered in October 2021, felt that the school had not helped them settle in quickly in the early stages and that a small number of boarding staff do not fully understand their individual needs and circumstances. The pastoral team were alerted to these responses and undertook to revisit settling in procedures and strengthen the pastoral system relative to pupils' individual needs. During the visit in March 2022, the pupils in discussion across all years groups unanimously reported that they felt that their needs were being effectively met and that the easing of covid restrictions was better helping them settle into boarding regimes. School leaders said that the covid situation had been difficult for all staff and pupils; however, recently introduced enhanced academic and pastoral monitoring initiatives were having a positive impact. Evidence

gathered during the visit supported the view that there was now a greater and more effective focus on pupils' individual needs and circumstances. The overwhelming majority of parents in the questionnaire said that the school successfully met the educational needs of their child.

- 3.6 Data provided by the school shows that pupils' attainment is above average for maintained schools in England in the EYFS and prep school. This is because the robust academic assessment and feedback procedures help support excellent learning outcomes, which is borne out by the consistently positive valued added scores achieved by the pupils. There are no significant differences in the progress of different groups of pupils or between subjects, however progress is less rapid in lessons in which the recently developed teaching and learning strategies have yet to be fully implemented. Pupils with SEND and EAL make excellent progress due to interventions that respond to their individual needs. More able pupils achieve highly because additional challenge is integrated in to most lessons. Across nearly all subjects and year groups the quality and presentation of pupils' work is excellent.
- 3.7 Pupils throughout the school demonstrate high levels of knowledge, understanding and excellent basic skills. For example in EYFS children were able to develop their scientific curiosity and use increasingly complex vocabulary when designing and making a space ship. The youngest pupils, the *TuriTots*, were able in a physical education (PE) lesson to make discernible progress when tackling physical skills such as balance and pivot points. This is as a result of well-planned and appropriately paced lessons, which allow the pupils a degree of independence in their learning. Flexibility within the planning also enables pupils to follow their interests and strengths including for homework. Lesson observations confirmed that pupils' basic skills for learning are excellent across the curriculum particularly in English, art, music, humanities, science, drama and PE. The pupils of whom the vast majority are boarders said that their structured and yet varied days allowed them to access a wide variety of opportunities both academic and extra-curricular and they felt that such opportunities strongly contributed to their overall success.
- 3.8 The pupils are highly proficient communicators orally and in writing, as seen in a wide range of lessons, in which the vast majority of pupils were observed listening respectfully, engaging with their teachers and with each other and writing highly effectively in most subjects. For example, Year 1 pupils when discussing a task associated with the war in Ukraine successfully articulated their empathy with Ukrainian children, and Year 8 pupils successfully used role play to engage in a lively for and against discussion exploring the trial of Hendrik Verwoerd. A scrutiny of Years 7 and 8 written work showed improving spelling and grammar, with pupils proactively responding to teachers' guidance. In parallel to their excellent command of English, all pupils develop good, and often excellent, fluency and confidence in Kiswahili and other world languages.
- 3.9 Pupils achieve high levels of numeracy and apply their mathematical knowledge confidently when solving problems. Children in the EYFS were seen confidently counting to 20 using beakers of water to fill a bucket. Year 3 pupils effectively used a range of methods to find the solutions to subtraction substitution equations, and in doing so choose between number lines and hundred squares to demonstrate to their teacher their working methods. The pupils' ability to conceptualise their number work and apply it to solve problems is excellent due to the teacher's focus on breaking down their work into step stages, whilst explaining the methodology as seen in a Year 6 lesson on solving algebraic equations. Year 7 pupils were observed working both independently and collaboratively to deal with fractions and percentages thus consolidating their previous learning. A wide range of subjects such as science, geography and history have developed strong cross-curricular links for maths, ensuring that numeracy is reinforced and applied in an interesting and stimulating range of academic scenarios. These include the use of graphs in science, coordinates in geography and shapes and numbers in PE. These activities succeed in promoting pupil's progress and adaptability in numeracy.
- 3.10 As pupils progress through the prep school the pupils become increasingly proficient in the use of information and communication technology (ICT). They use technology effectively for a range of purposes including taking notes, infographics, research, word processing and data handling. Reception pupils successfully used phonics to correct a series of short words as they were able to use an internet

application on an electronic device to access the correct pronunciation. Older pupils were able to generate QR codes which when used with a device allowed the listener to access off beat reggae music created by the pupils themselves. The use of ICT across the curriculum has enabled pupils to seize excellent opportunities to broaden and deepen their learning and understanding. Year 5 pupils in science used on-line worksheets when investigating ageing, demonstrating competence in undertaking controlled research and all pupils said that they had become more proficient at using electronic devices during the lockdown periods.

- 3.11 Pupils demonstrate excellent study skills, which become more highly developed as they move through the prep school. Pupils work equally well independently and in groups, as seen in a Year 7 English lesson in which pupils were debating and effectively analysing the arguments for and against junk foods, thus enabling pupils to use high order skills in making an informed decision. Reception pupils were seen using a wide range of resources to sort out objects which are made from metal, plastic, wood, and paper, being given the opportunity to self-explore, challenge and self-investigate and learn by 'having a go' and making something. Pupils are often given challenges to extend their thinking and learning for example in mathematics, using an interactive programme in which an open dialogue between teacher and pupil offers communication and extended learning opportunities. Study skills are further promoted in the boarding houses when older pupils assist the younger pupils with their homework and project work.
- 3.12 Pupils' enjoy a high level of success in creative, academic and sporting competitions against other schools and even nationally, as well as achieving a significant number of scholarships each year that reflect their attainment in academic work, sport and the performing and creative arts. Pupils' excellent achievement in music is reflected in high-quality singing, composition and musical appreciation. The school choir performs to a high standard both in school and at external events. Pupils in discussion said that their choir's success is due to the teachers' encouragement and the enthusiasm and keenness of the pupils to perform. Prep school pupils also achieve significant successes in nationally recognised drama and performing arts certification. Exceptional individual and group achievements can also be seen in leadership challenges and charitable work, including during our visit when a number of pupils set off to take part in the Mount Kenya challenge with older pupils from the senior school. Pupils are keen to start tasks and do not need a reminder to remain focused during lessons. There are high expectations of discipline and classroom management and consequently pupils demonstrate high levels of self-motivation and engagement. Pupils attitudes are excellent, and they demonstrate high levels of cooperation when collaborating with their peers to further enhance their learning as seen in the 'flipping Fridays' initiative which sees pupils getting a chance to teach the class, thus giving pupils the independence to develop their leadership qualities. In this way pupils take leadership in their learning seriously, especially when set independent and challenging tasks, for example the development of leadership and physical skills when taking part in the school's Turi Endeavour Award scheme.

The quality of the pupils' personal development

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

- 3.14 Pupils in the prep school, including in the EYFS, demonstrate excellent standards of personal development and in doing so the school fulfils its aim to encourage pupils to be confident, self-disciplined and caring, living their school lives in line with the Turi principles of courage, integrity and compassion. Leaders, governors and staff are dedicated to ensuring that each pupil develops the skills and talents to seamlessly move on through the prep school from EYFS into Year 1 and on to the senior school after Year 8.
- 3.15 From an early age, most pupils demonstrate mature levels of understanding. For example, Year 3 pupils in an English lesson were able to identify and correct spellings and errors in their teacher's sentences, thus improving learning outcomes and increasing their self-confidence and Year 3 pupils

were able to develop an understanding of their limits in a PE gymnastics routine. In the work scrutiny pupils were able to explain how they understand their own progress and the steps needed for improvement in subjects, drawing upon their comprehensive feedback and assessment cycles. Pupils explained that being a boarder and being away from home at an early age made them take more responsibility for themselves; making their beds, cleaning their rooms and getting their clothes organised. Such activities mean that pupils develop resilience and self-discipline in a socially supportive environment and this in turn makes pupils confident in their dealings with others and enables them to effectively articulate their ideas and wishes.

- 3.16 The pupils are highly competent at making strong decisions which affect their lives and those of others, through the high levels of independence and initiative encouraged and supported by their teachers. For example, older pupils explained their role in decision-making on various committees, including the school council and in the Turi Endeavour Award, which is based on the principles of The Duke of Edinburgh (DoE) Award scheme. As a result of such opportunities pupils become adept at decision-making and develop a high level of awareness of the importance of decisions in their success and well-being. It is clear that pupils highly value the Christian ethos of the school and make excellent choices based on their Christian community and its values, feeling spiritually strong enough to make decisions based on their faith.
- 3.17 Pupils have an excellent appreciation of the spiritual and non-material aspects of life as opportunities for reflection on the school core values are incorporated into their daily lives through attendance of chapel, assemblies house meetings, bible study groups and Alpha courses. Pupils in reception and Year 1 were highly empathetic towards the needs of those less fortunate than themselves in the manner in which they were writing to children in Ukraine asking them to be brave and thinking of them in their prayers. Pupils in a tutor group meeting discussed the five paradigms of self which included a reflection on how to 'feed' the spiritual need of human nature. This was followed by pupils discussing aspects of school life including chapel, bible classes and reflecting on self, allowing the pupils to engage in and reflect on their understanding of spiritual development. Pupils' exposure to a range of belief systems ensures that they have a good understanding of other beliefs and religions as seen in a Year 5/6 discussion group who commented on their understanding of the various faiths as being important, including those of Muslims, as there were a number of Muslim children in the school. Additionally and of significance was the fact that the pupils were able to recount much of the Christian history of their own school since its foundation in 1931.
- 3.18 The behaviour of the pupils throughout the school is exemplary. Pupils have an excellent moral understanding. The vast majority of parents and pupils who responded to the questionnaires agreed that the school encourages pupils to behave well. Pupils genuinely care for each other and have a strong desire to support and help those less fortunate than themselves. During discussions, pupils demonstrated a mature understanding of right and wrong. This was well illustrated in a year 8 humanities lesson in which pupils were learning about civil rights in the context of South Africa in which pupils were able to extend their knowledge and understanding in debating and discussing apartheid and genocide. On occasions where pupils make the wrong decisions, most say they are supported by staff and fellow pupils to put things right, through a restorative process, which addresses the source of wrong doing. Year 7 and 8 pupils in discussion explained that they have clear guidelines for behaviour and that all pupils are familiar with the rewards and sanctions system. As a result pupils are encouraged to develop and promote high levels of behaviour and moral rectitude.
- 3.19 Pupils' social awareness is a real strength of the school. They work extremely effectively with others, solving problems and achieving common goals. Almost all pupils start at the school at an early age, and the all-boarding environment encourages firm bonds between pupils. Tutor time 'shout outs' of pupil achievements help pupils show a mutual appreciation of each other and enable an increase in confidence of the individual and cohesion of the group. Tutor time in this way promotes a deepening of the pupils' understanding of each other and further embeds the strong social and pastoral ethos of the school and its values. Pupils talk about the 7 'habits' of the school as guidelines which promote

the aims of the school by working together as a community and being sympathetic to all people. A significant feature of the school is the existence of a scout troop, which provides many opportunities for leadership, team work and collaboration. Pupils talk enthusiastically about the scout camps; setting up camp together and figuring out recipes, as well as the badge work and development of outdoor skills. Pupils in discussion agreed that the real advantage of a full boarding community is that it enables them to work together with their friends on tasks, activities and in social situations.

- 3.20 Pupils contribute positively to the lives of others through extensive charity work at the school and within the local community. Recognising that as a privileged community they need to support those from less fortunate backgrounds is a strongly held attitude amongst the pupils. Pupils value the opportunity for service through numerous roles of responsibility in school and boarding, and for example as part of the anti-bullying and e-safety committees. The school actively supports a local rescue centre for vulnerable children as well as a local children's centre and a primary school for displaced local children which promotes the well-developed sense of giving and helping others less fortunate than themselves.
- 3.21 Pupils speak confidently, and with great pride, when discussing diversity and cultural understanding. They are keen to learn additional languages and celebrate the cultures from which they come, as illustrated by the pupils who display their own flags in the boarding houses to represent the variety of different cultures they come from. Pupils in discussion said they enjoyed promoting differences and sensitivity towards tribes, culture and ethnicity, which is evident in the 34 nationalities represented in the school including those from Kenya, Uganda, Rwanda, Nigeria Tanzania and South Africa. Pupils mentioned that during anti-bullying week they wore odd socks to show tolerance of differences and that religious education lessons help them appreciate diversity and cultural understanding.
- 3.22 Pupils of all ages show a mature understanding of how to stay safe and healthy. Pupils' ability to access opportunities for exercise and sport is excellent and they frequently choose optional sporting or physical activities in order to maintain their health and fitness. For example, there is a well-attended and voluntary run each morning and there are daily, evening and weekend games sessions, much enjoyed by the pupils. A sports hall is available for basketball, floorball and PE during the day and roller skating and hockey is available in the evenings. The younger pupils in *TuriTots* were seen enthusiastically learning about teeth and dental hygiene by making a mouth full of teeth from butter beans and glue, reinforcing the need to maintain healthy teeth. The pupils have access to high quality and well-balanced meals and pupils have a well-developed understanding of their diet and this is strongly supported by the staff who regularly encourage pupils to carefully consider what they eat. Pupils are well-known as individuals by teaching and boarding staff ensuring the pupils feel safe, valued and respected and that they are encouraged to be physically active and promote good attitudes towards health and fitness. The vast majority of prep school parents in the questionnaire stated that their child was well looked after and kept safe and that the boarding experience has helped their child's progress and personal development.

4. Inspection of Educational Quality – [Senior and 6th Form – 13–19]

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.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

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

4.2 The quality of the pupils' personal development is excellent.

Recommendation

4.3 The school is advised to make the following improvements:

- Ensure that pupils' achievement is enhanced by consistently providing pupils with high levels of challenge commensurate with their abilities.

The quality of the pupils' learning and achievement

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

4.5 The excellent attainment overall of pupils, including those with SEND and EAL demonstrates high levels of progress and successful fulfilment of the school's aims to prepare pupils with the skills, knowledge and dynamism needed to succeed. Since 2019 results in GCSE, IGCSE and A level have been consistently strong and demonstrate sustained excellent levels of attainment. At least half of GCSE grades being awarded at level 9-7 and at least two thirds of A level grades A* to B. About three-quarters of grades met or exceed targets set by external benchmarks, demonstrating excellent progress throughout pupils time at school. Data on SEND performance reflects a powerful performance in the core subjects such that they achieve in line with their peers and on some cases exceed expectations. This is as a result of carefully monitored interventions for these groups, together with high-quality small group and one-to-one support. Pupils' attainment in the sixth form, is consistently good, as evidenced in progress assessment data including several pupils who have scored the top marks in Kenya and in some cases in Africa, in a number of key subjects. This is as a result of careful strategic guidance by leaders to enable pupils to perform to the best of their abilities. Pupils'

high aspirations are met in their success in gaining places at universities with demanding selection criteria both in the UK and overseas, with an increasing number of pupils choosing to study in the United States and Canada.

- 4.6 Pupils throughout the school respond well to the balanced curriculum. They demonstrate effective learning skills because the work they are given is matched to their ability and in most cases appropriate support and challenge are offered in teaching. Senior school pupils, for example, are able to cross-reference topics using their information and communication technology (ICT) skills, in mathematics, physics and geography. Data scrutinised during the inspection demonstrated that in cases where pupils require support with their progress, appropriate interventions are having a significantly positive effect on their progress. Pupils of all ages spoke positively about their learning experience. They commented that in most teaching they are encouraged through interesting and sometimes provocative discussions to explore beyond the bounds of the examination specification. In the pre-inspection questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that a great deal of the teaching, in all sections of the senior school, captures the interest of the pupils of all abilities and challenges them. More able pupils, in the sixth form in particular, achieve at a particularly high level since open-ended opportunities, as seen in lessons observed, most especially those of a mathematical and scientific nature, provide additional challenges for their abilities.
- 4.7 Pupils' communication skills are excellent. They are actively encouraged to develop strong communication skills and provided with many opportunities during lessons to collaborate and share their ideas and opinions. Turi teams regularly win debating competitions. Pupils show a readiness to ask questions and seek clarification or support when needed. This was seen in a Year 12 English lesson during a lively discussion regarding the relationship between Stella and Stanley in a Streetcar named Desire. The effectiveness of such lessons reflects the encouragement that pupils receive to share ideas; listen carefully to their peers; engage in feedback and ultimately develop their speaking and listening skills.
- 4.8 Pupils demonstrate a secure understanding of number and attainment in both mathematics and sciences, as seen in Year 9 physics in which pupils showed excellent use of formulae to calculate wavelength and frequency, drawing on their mathematical knowledge in producing a suitable equation. In Year 12 mathematics, pupils could confidently explain harder trigonometric equations using mathematical diagrams, enabling pupils to further challenge each other, taking their learning to a higher level by defining linear expression. In the senior school, pupils explained how they feel confident in using mathematics in other subject areas; to generate spreadsheets in business studies; to undertake calculations in physics and in economics to calculate and graph averages. This is as a result of staff meeting the individual needs of the pupils through careful selection of activities; suitable interventions in class to support those who find numeracy more difficult.
- 4.9 Pupils demonstrate good skills in the use of word processing packages. They make creative use of ICT in a range of subjects as evidenced in work scrutiny as observed by inspectors. Pupils benefit from being provided with a wide range of opportunities to make use of ICT across the curriculum, and to use it creatively. For example, in Year 11 music pupils used suitable online resources to record and overlap musical pieces to successfully produce a group composition. Pupils' use of, and competence in ICT has improved significantly during the lockdown periods, as seen in the work scrutiny, in which the pupils were able to demonstrate highly effective use of online learning resources. Governors have made the decision to invest heavily in ICT resourcing, with the opening of a new ICT Centre and development of a Learning Hub which it is hoped will further promote the importance of ICT in learning.
- 4.10 Pupils' study skills are excellent and demonstrate their ability to think critically, analyse, and to evaluate problems and recommend solutions. Pupils plan and organise their work effectively, read critically and reflect on the knowledge gained. They display high levels of concentration in class and show that they can apply themselves to tasks effectively. For example, in a Year 9 history lesson pupils

were able to scrutinise sources of evidence to explain how this could be used as war propaganda, and in Year 10 English pupils were able to use their higher-level skills to justify and evaluate their arguments and positions in response to different interpretations related to a scene from Othello. This is because teacher guidance and targeted questioning encourages pupils to think critically and go further to refine their arguments in response to feedback.

- 4.11 Beyond the formal curriculum, the achievements of pupils are excellent across a wide variety of opportunities including music and sport. Success is both at an individual and team level and includes successes in the East African Model United Nations (EAMUN), the UK mathematics challenge (UKMT) and the World Scholars Cup. Pupils gain a number of scholarships to tertiary education. The school has been champions in the Kenyan International Schools athletics and cross country for both genders, and has had notable success in football, hockey, netball and rugby sevens. Additionally pupils are successful in drama and music awards up to and including grade 8 in music. Pupils' high levels of participation and success in extracurricular provision is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders and the provision made available by the governing board. Additionally, pupils in discussion were clear that the fully residential nature of the school and the range of extra-curricular opportunities this allows raised their levels of achievement both academically and in a sporting sense
- 4.12 Pupils' attitudes to learning are excellent, they take pride in their work and show initiative and independence, whilst being keen to work collaboratively. These attitudes are a significant factor in pupils' excellent attainment. This was evidenced in pupils' workbooks and electronic devices. Pupils showed the skills they had employed to tackle challenging homework, appropriate to their competency levels, including a high-quality individual work such as producing original musical compositions. The development of a Creatives Hub, with improved teaching spaces for art, music and design and technology has resulted in improved performance and involvement of pupils in the creative subject areas. In art, Year 12 pupils used excellent creative skills when using renaissance colours to start a piece of original art work and in a Year 9 Spanish lesson pupils quickly picked up the correct terminology when referring to family members. This is as a result of well-planned and suitably paced lessons with appropriate support for different abilities and diverse teaching which promotes commensurate learning. In a small number of lessons in which pupils of different abilities were not suitably challenged the pace of learning was slower and the impact on pupils' progress was reduced. Pupils attitudes to learning is well illustrated in Year 11 in which pupils have developed a new forum to allow them to evaluate, discuss and make suggestions for their learning, resulting in the production of a Year 11 Learning Journal accessible to the whole year group. The security and stability of the boarding experience enhances the pupils' learning experience such that learning, and achievement is not solely seen as the sole preserve of the classroom but extends beyond into the boarding houses. Pupils shared experiences of group work and working in pairs was observed in many lessons and particularly in business studies, history and sociology where pupils especially valued the opportunities to collaborate and work with others to reinforce their learning.

The quality of the pupils' personal development

4.13 The quality of the pupils' personal development is excellent.

- 4.14 The school is successful in meeting its aim to ensure that every pupil has the opportunities to develop the resilience, resourcefulness, initiative and integrity required to succeed. The pupils across all schools respond positively to the high standards and expectations set by the leadership, including the governors, and staff and there is a strong sense of the Turi values and shared focus. A minority of pupils across the year groups in the questionnaire, held in October 2021, felt that the school had not helped them settle in quickly in the early stages and that a small number of boarding staff do not fully understand their individual needs and circumstances. The pastoral team were alerted to these responses and revisited settling in procedures and strengthened the pastoral system relative to monitoring pupils' individual needs. During the visit in March 2022, pupils across all years groups

unanimously reported that they felt that their needs were being effectively met and that the easing of covid restrictions was better helping them settle into boarding regimes. School leaders reported that an increased pastoral focus was having a positive impact. Evidence gathered during the visit concurred with this view. The sixth-form pupils have a significant impact on the ethos of the school, most particularly in their role in assisting with younger pupils. It is evident that the majority of pupils really do believe in and live up to the key values of the school of courage, integrity and compassion. This was highly evident in the manner in which the prefect body managed a lunch time meeting, attended by the inspectors, in which various senior school pupil driven committees, presented their reports on progress to date and initiatives for the future. Present were representatives from inter alia anti-bullying, food, cultural, charity and faith groups. Their deliberations were genuine, unrehearsed and led entirely by the pupil body and portrayed young adults with a deep conviction in supporting the interests of the pupils and in turn the success of their school.

- 4.15 Pupils of all ages are highly self-confident without being overbearing. They show notable resilience and a determination to succeed. Pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in co-curricular activities. Pupils have well-developed decision-making skills. They are accustomed to making decisions about their own development and understand the ramification of these decisions. Sixth-form pupils in discussion spoke about being assisted with their career choices and attributed their abilities to make good decisions to the level of independence they have as senior pupils in the boarding house. Older pupils in discussion explained that they enjoy having a key role in the peer mentoring and counselling of younger pupils, creating a positive ethos and work ethic as role models. A recent initiative has been the development of a tracking system which links pupils' academic and pastoral performance. This supports pupils who need extra encouragement in positive decision making and time keeping, and such tracking allows early and appropriate interventions to be put in place where needed.
- 4.16 The majority of pupils develop a deep spiritual understanding and have a good appreciation of non-material aspects of life through valuing nature, the influence of their teachers and the strong emphasis on the well-being of the whole community, on mutual respect and on showing concern for others. The vast majority of pupils fully embrace the strong Christian values of the school, and this has a significant guiding influence on their lives both within and outside of the school. This is seen through attendance of chapel, tutor group assemblies and through bible study groups and attendance of Alpha courses. In RE and PSHE lessons pupils of all faiths are encouraged to explore other faiths, and those of other non-Christian world faiths. Pupils reported that they felt well supported in their own worship. The quiet and deeply respectful attitude of the pupils in an outdoor Chapel service reflects the strong moral values of the pupils.
- 4.17 Pupils' moral understanding and responsibility for their own behaviour is exemplary. Pupils form very positive and productive relationships with each other and their teachers, irrespective of culture, race or background. Their moral understanding is firmly fixed within the strong Turi values prompted by the school and seen in all areas of school life during the visit and is evident from the excellent behaviour throughout the school. Pupils are generally very respectful, courteous and kind to each other. They challenge misbehaviour and unkindness and are quick to show initiative in addressing any unkindness or bullying that occurs. The successful house pastoral system allows positive inter-year bonding to take place in tutor time and trained older pupils have weekly mentoring sessions with the younger pupils. In the questionnaire, which took place prior to the pre-inspection visit, a small minority of pupils said that pupils in the boarding houses did not get on well with each other. In discussions with a full range of age groups during the visit, pupils were clear that relationships were very good in the boarding houses and that the younger pupils especially valued the mentoring offered by the older pupils and prefects in the school. The very large majority of parents responding to the questionnaire acknowledged that the school actively promotes good behaviour and the overwhelming majority of pupils agreed that the school encourages them to behave well. Inspection evidence supports this view.

- 4.18 The social development of all pupils, including those with SEND and EAL, is excellent. They are aware of each other's differences, and value their peers as individuals rather than seeing them as being defined by their characteristics. The school seeks every opportunity to encourage pupil interaction and working together, whether this be within the vertical tutoring system (Baraza) or the system of Tangazo and information sharing. Service is seen as a crucial part of the school's activities with half day and full days being devoted to serve the community in charity or service-based initiatives. For example, the school has strong links with surrounding schools, foster homes, orphanages and hosts early morning breakfasts in the community. The school emphasis on outdoor activities allows excellent opportunities for the pupils to cooperate, interact, take measured risks, and learn from one another as seen in the much-enjoyed extreme sports events and the 'hog charge' adventurous activities.
- 4.19 Overall, pupils' respect for diversity and cultural understanding is excellent. Pupils have a highly developed awareness and appreciation of their own and other cultures. They are proud to attend a British international school, demonstrating a thoughtful and perceptive awareness of British values including democracy, respect for the law, individual liberty, respect and tolerance. Pupils take great pride in the displays of flags around the boarding houses representing the variety of different cultures whether East African or further afield as this allows them to appreciate, respect and understand cultural diversity. Pupils are actively involved on an annual basis in an anti-bullying day run by the pupil anti-bullying committee and as a result this enables pupils to enjoy promoting differences and sensitivities towards tribes, culture and ethnicity. The school has been a Round Square School for many years and pupils have in pre-covid times had opportunities to attend conferences all over the world. Recent involvement has been mostly on-line; however, for the pupils the core benefits of learning about the principles of democracy are still in place.
- 4.20 Pupils awareness of how to stay safe is excellent, as evidenced by their conduct around the site and their behaviour in lessons. All pupils benefit from being members of a close-knit community where they feel known as individuals and valued and respected by both other pupils and staff. Pupils and staff recognise the role the on-site doctor plays in keeping the community safe and well, most especially during the covid period. The pastoral schedule through the excellent PSHEE programme encourages good practices in diet and health, including a 'moving on up day' in which each year group gets a full day to engage in a topical and safety led education day. For example, Year 11 recently had a day to consider issues related to mental health, peer mentoring and sexual health issues. Pupils in discussion said that such events help them to focus more clearly on some important aspects of life. The pupils relish the opportunities to be active and engage in a wide variety of extra-curricular activities which include in addition to school sport; horse riding, canoeing, mountain biking, gymnastics and the President's Award for competitive sports. The vast majority of senior school parents in the questionnaire stated that their child was well looked after and kept safe and that the boarding experience has helped their child's progress and personal development. The overwhelming majority of parents also said that their child's educational needs are met effectively by the school and the vast majority said that the school promotes an environment which successfully supports their child's personal development.

5. Inspection Evidence

- 5.1 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 and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor meetings, chapel and assemblies. 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 Tony Halliwell	Reporting inspector
Mr Ian Adams	Team inspector (Head of department, HMC school, UK)
Mr Jason Lewis	Team inspector (Principal, ISA school, UK)
Mrs Valerie Mainoo	Team inspector (Principal, SoH school, Ghana)
Mr Eamoon Mullally	Team inspector (Director of education, HMC school, UK)
Mr Umeshchandra Raja	Team inspector (Former head, ISA school, UK)