



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeside School

May 2019



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School's Details

School	Braeside School			
Address	Braeside School Off Muthangari Road Lavington Nairobi Kenya			
Telephone number	+254 (0)20 501 8000			
Email address	enquiries@braeside.ac.ke			
Executive head	Mr Ian Stamp			
Head of primary	Ms Gladys Wahinya			
Head of high school	Mr Wallen Nyamota			
Proprietor	Braeburn Schools Ltd			
Age range	3 to 18			
Number of pupils on roll	1047			
	Boys	509	Girls	538
	EYFS	106	Juniors	414
	Seniors	436	Sixth Form	91
Inspection dates	6 to 9 May 2019			

1. Background Information

About the school

- 1.1 Braeside School is part of Braeburn Schools Ltd and was founded in 1994 in Lavington, a residential suburb of Nairobi. Braeside is a day school for boys and girls aged between 2 and 18, and consists of an Early Years Foundation Stage (EYFS), including a crèche, primary school (Years 1 to 6), and a high school which includes the middle school (Years 7 to 9) and upper school (Years 10 to 13). It offers an international version of the English National Curriculum, and Kiswahili is a mandatory subject from Years 1 to 8. Elements of Kenyan history are incorporated into the curriculum. The board of Braeburn Schools Ltd is made up of executive and non-executive directors, and the operational management of the school is the responsibility of the group management committee. There is an executive head and separate heads of the primary and high school sections. The school is purpose built with detached hubs of classrooms for each year group, including the EYFS, and a new building for upper-school pupils. A swimming pool is sited next to the sports fields. This is the school's first inspection by ISI.

What the school seeks to do

- 1.2 The school aims for every pupil to be a successful learner, a confident individual and a responsible citizen. The guiding statements are based on erudition: to maximise academic, physical, creative and leadership potential; equality: to acknowledge that equal opportunities are a fundamental human right; respect: to foster a supportive and empathetic environment; and internationalism: to promote internationalism, diversity, cross-cultural interest and curiosity.

About the pupils

- 1.3 Pupils come from professional and business families in the local area and represent over 50 nationalities, although the large majority are Kenyan. Data provided by the school suggest that the ability of pupils on entry is average compared with others worldwide using the same ability measures. The school has identified 42 pupils as having special educational needs and/or disabilities (SEND), although 99 pupils receive additional support. The needs include autism, dyslexia, ADHD and visual challenges. English is an additional language (EAL) for 12 pupils, all of whom receive additional support. More able pupils and those with particular talents in sport are given specialised work and training.

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. It also takes account, where relevant, of compliance with any local requirements.

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.

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. This is the school's first inspection.

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, 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 primary and high school is well planned and takes account of the ages, aptitudes and need of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. All pupils study Kiswahili until Year 8. The curriculum otherwise remains based on the English National Curriculum and provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British and Kenyan society.
- 2.4 Teaching is well planned, shows a good understanding of the pupils and their needs, demonstrates good subject knowledge and understanding, makes effective use of resources and employs effective strategies for managing behaviour. It is effective in giving the opportunity for pupils to acquire new knowledge and make good progress and fosters self-motivation, application and interest. Teaching does not undermine fundamental British values, but it has to discriminate against pupils because of their protected characteristics because planned discussion of related issues is precluded by the country's legislation.

- 2.5 There are frameworks in both the primary, middle and upper schools to assess pupils' performance by reference to the school's aims or worldwide norms, and assessment information is used to plan teaching so that pupils can progress.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

- 2.7 The 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.**
- 2.8 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, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the 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; a balanced presentation of political issues and preclusion of partisan political views. The country's legislation prevents the encouragement of respect for other people with regard to many of the protected characteristics set out in the UK Equality Act 2010.
- 2.9 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

- 2.10 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.11 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school, and such arrangements are in line with Kenyan law and have regard to guidance in the UK. The structures ensure that pupils are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. Staff are aware of the code of conduct and whistleblowing policies. Safeguarding is managed effectively, and communication between the school and outside bodies promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe on-line. Security arrangements, including the checking of visitors, safeguards pupils as far as is practicable.
- 2.12 Good behaviour is promoted, the system of rewards and sanctions is clearly understood and effective, and bullying is prevented as far as is reasonably practical. The school complies with the relevant health and safety laws and fire safety standards. Documentation is updated and thorough and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admissions procedures ensure that the school can find the whereabouts of pupils. The risks to pupils of all activities are appropriately assessed and recorded. First aid is administered in a timely manner.

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 The suitability of persons appointed as members of staff is checked in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on those working as contractors and volunteers. Members of the board are checked to an appropriate level. A

comprehensive and accurate register with the required information is maintained of the recruitment checks undertaken on all those above.

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, including those for disabled pupils. The medical room in the primary school provides accommodation to cater for the medical and therapy needs of all pupils. Premises and accommodation are maintained to a standard so that the health, safety and welfare of pupils are ensured. The acoustic conditions and lighting are suitable, and external lighting ensures that pupils can safely enter and leave the school premises. The provision of water for drinking and washing is suitable, and outdoor space both on and off the school site is provided for physical education and play.

Part 6 – Provision of information

2.17 The Standards relating to the provision of information [paragraph 32] are met.

2.18 The contact details for the school, the executive head, heads of primary and high school, the managing director of the board, and a statement of the school's ethos are provided for parents of pupils and prospective pupils on the school website.

2.19 Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and EAL; the school's academic performance; complaints procedure; curriculum policy; and arrangements for promoting good behaviour, preventing bullying, ensuring health and safety and providing first aid are made available to parents of pupils and prospective pupils on the school website.

2.20 The school's policy on safeguarding pupils is published on the school website. The school provides an annual written report of each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

2.22 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; the establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for the parent to be accompanied; provision for the panel to make findings and recommendations and for a confidential record to be kept of findings.

Part 8 – Quality of leadership in and management of schools

2.23 The Standard relating to leadership and management of the school [paragraph 34] are met.

2.24 The leadership and management of the school, including the members of the management board, demonstrate good skills and knowledge and have fulfilled their responsibilities so that the BSO Standards are met. In both the school's day-to-day leadership and in the oversight of, and decisions made by the board, the well-being of pupils is actively promoted.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

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

Key findings

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

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

Recommendations

3.3 The school is advised to make the following improvements:

- In the primary school, build on pupils' accurate use of written English by focusing on the development of their expressive writing.
- Review the planning of lessons to give greater weight to challenging pupils' understanding and application of subject skills, particularly, but not exclusively, in mathematics and science.
- Introduce teaching approaches that will accelerate the development of pupils' thinking skills, their ability to hypothesise as well as analyse, and their competence in processing information.
- Consider strategies to ensure that pupils take more initiative in their own learning, and that pupils' attitudes and collaborative work in high-school lessons become more purposeful.
- Build on pupils' strong respect for those of diverse and international backgrounds and the approaches already taken by the school's leadership to deepen pupils' understanding of other faiths and traditions.

The quality of the pupils' learning and achievements

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

3.5 Pupils' achievements reflect partial fulfilment of the school's aims that every pupil become a successful learner whose academic, physical, creative potential is maximised. Pupils' knowledge is

good, but often they do not demonstrate a depth of skills or understanding. In the EYFS, children are able to draw on previous learning and apply it to new areas of the curriculum and problem solving. They can articulate their understanding and express themselves coherently when working with their peers. Their awareness of the world around them is developing and they draw on this with confidence in their creative tasks and when competing in sports activities. Children's language skills at this age develop quickly, supported by an emphasis on writing in all subjects. For example, in numeracy lessons they were able to write down their thoughts about a number story based on *Little Red Riding Hood*. Their English vocabulary grows rapidly, and much of their work is linked to their reading; for example, *Oliver's Garden* stimulated them to refine their fine-motor skills by cutting apples, carrots and tomatoes. Primary school pupils write clearly, spell accurately, using exact grammar, and often complex sentence structures. Teaching accentuates correct rather than expressive use of language, and hence in pupils' work there is little evidence of depth. Middle school pupils make clear grammatical and syntactical progress and, by the IGCSE years, the most able are starting to produce some excellent analysis of literature based on the language work. At this age, more able pupils successfully identified contextual meanings, whilst a structured teaching approach drawing on pupils' reading of *Chinua Achebe* supported the least able who had struggled to find adjectives to create an atmosphere. When planning is less defined, pupils' linguistic skills, vocabulary and quality of written expression show little progress. Pupils speak and write foreign languages with varying competence.

- 3.6 Pupils are environmentally aware. Children in the EYFS created a poster reflecting their good understanding of endangered species, and primary pupils showed excellent knowledge to determine which parts of plants people eat. Pupils' investigative skills do not continue to develop in middle school lessons, often because the emphasis is on copying factual information. Pupils' application of knowledge is improved when lessons are structured and incorporate clear and concise explanations giving pupils time to think and reflect. For example, in a lesson on acceleration more able pupils questioned how it could be calculated for a car of constant speed going around a corner. Pupils' technological skills are sound, although some show particular talent, for example in the construction of a children's toy box. Primary school pupils show sound historical and geographical awareness. They have a good knowledge of Kenyan history and how rapid change has taken place, especially since independence, and quickly located countries from lines of latitude and longitude. Observation of lessons and scrutiny of work confirm their good subject knowledge; for example, pupils could recall each former Kenyan president with approximate dates, but they find the application of knowledge difficult, for example in developing an understanding of the Cuban crisis, or the factors that accelerated the end of the Great War. Pupils appreciate aesthetic elements of their lives, including music and dance, and place a successful emphasis on their own sporting development. Pupils' creative skills are good, and the standard of art is often high: a prize-winning painting *Beyond the Brine* and part of a photographic series *Face to Face* reflect that pupils can master a range of media. Middle school pupils show good spatial skills in creating mosaics and a portfolio entitled *impressionism and expressionism, real and surreal* contained a striking range of painting from both the European and African genres: others have produced bold canvases that reflect the confidence and skills of the artists.
- 3.7 Pupils' communication skills are strong. In the EYFS, children's speaking skills rapidly develop largely as a result of the clear pronunciation of their teachers. Pupils speak confidently in front of each other. In the primary school, they choose adventurous vocabulary and have a good command of technical terms, for example debating what makes lines parallel or perpendicular. Older pupils confidently and constructively offered oral feedback to others who had performed a scene from *Macbeth*. Middle school pupils are at ease in explaining and defending their ideas. For example, pupils commented to others 'You don't have to agree with this view, just understand it!' In the high school, pupils' speaking skills are good, although they often need reminding about the need for clear diction and audibility. They listen well in large groups, but often are not attentive to those who are debating with other pupils, so that good ideas are not commonly shared. Less able pupils can become quickly distracted or distracting if lessons are not appropriately matched to their abilities. In their responses to the questionnaire that were otherwise extremely positive, a small minority of pupils, and a larger

proportion in the IGCSE and sixth-form years, said that most lessons are not interesting and challenging.

- 3.8 Children in the EYFS and primary school pupils are numerate, but most are unable to apply their number fluency to problem solving and reasoning. Many pupils make little progress in lessons because whole-class tasks are either too easy or too hard. Pupils with SEND often make little progress because assistants are reticent about intervening when teachers are speaking. Pupils are encouraged to practise solving problems in a numeracy club, but most find even the most straightforward tasks too challenging. In the high school, pupils' skills are at the level expected for their age and ability. Pupils are secure in using well-practised techniques in graphical work, trigonometry and manipulation of indices, but often the potential of the more able is left untested. The school's leadership had already identified this area for development and is introducing more problem-solving activities across the curriculum.
- 3.9 The school's leadership has considered in detail the contribution of information and communication technology (ICT) to teaching and learning. Pupils' progress in their knowledge and understanding is accelerated when teaching utilises short well-chosen film clips, but on occasions the poor use of ICT stalls lessons. Pupils develop good ICT skills from an early age supported by a curriculum and resources that allow specialist computing lessons and interactive sessions. Many pupils use ICT creatively through coding projects in the primary school, later in the creation of multimedia, sound and video presentations, and a small number pursue their interest to a high level outside class.
- 3.10 Primary school pupils have study skills expected for their age and ability. They recall knowledge, but very few ask challenging questions. The school's leadership has already identified in the school community a legacy perception that teachers are bearers of knowledge rather than provokers of thought, and hence the culture of some pupils is not to question, and teachers not to encourage questioning. The Braeburn group's excellent staff development programme, in parallel with its PGCEI (international post graduate certificate in education) partnership, has begun to promote different approaches. In the high school, there are some good examples of pupils' analytical ability but few skills other than that. A few pupils framed their own research questions effectively, for example on the causes of inflation in Venezuela. Pupils questioned the value of building more roads to solve congestion, and argued well the feedback loop that more road building would simply lead to more cars, reasoning logically why traffic jams were longer in the rainy season. Processing information is a weakness, as shown when teachers explanations are lengthy and complex. Pupils' progress is faster when instructions are quantised. There is little evidence of any initiative taken by pupils in their learning, nor independent work that is not suggested by teachers.
- 3.11 Data provided by the school suggest that children make good progress from entry towards achieving the Early Learning Goals (ELGs). By the end of the EYFS, the vast majority are meeting the ELGs with a small minority working towards or exceeding them. Data indicate that primary school pupils attain standards broadly in line with the UK national average in mathematics, reading and just above average in spelling, punctuation and grammar, correlating with observations of pupils' work in lessons and in books. The ability of pupils entering the high school is about average for those pupils using the same ability measures worldwide, with very few pupils well above average. At IGCSE, the proportion of A* to C grades is in line with worldwide averages, and below for grades A* and A, reflecting the ability demographic of the pupils. Pupils' attainment at A level is below worldwide averages but is in line with ability, but the attainment of pupils at BTEC is above worldwide norms with a high proportion of distinctions.
- 3.12 A very large majority of pupils responding to the questionnaire were supportive of the range of extra-curricular activities provided by the school. Achievement in these areas is typical for the age of the students. Although the school has not kept a formal record of pupils' achievements, they have enjoyed success in the World Scholars Cup, have gained awards in the President's Award scheme, distinctions in external music exams and recognition in modern languages, mathematics and Model United Nations competitions. Sports teams frequently win athletics, football, swimming and other

competitions, and several pupils are in national squads for football and hockey. A high proportion of pupils achieve national awards in BTEC examinations. Leavers are offered places and scholarships to universities or leadership academies in South Africa, Cyprus, the UK and the USA.

- 3.13 In the primary school, pupils' attitudes are good and they demonstrate a willingness and ability to work collaboratively to enhance their understanding in lessons. They are often ready to take on leadership in their learning if given the opportunity and take pride in their achievements. The attitudes of some high school pupils to learning in the classroom verge on the unsatisfactory. Pupils often do not follow instructions, or need reminding, and are uniformly slow at starting tasks. In some lessons, pupils quickly lose interest if a teacher is diverted into explaining a problem to a small group, and worksheets are uncompleted. Amongst many examples of well-presented and careful work, some exercise books contain large tracts of unattempted or unfinished tasks. Pupils show little impetus to start research tasks and orbit the objective rather than planning how they might gain evidence. Working in collaboration can hinder progress, diffusing the awareness of urgency, and hence little progress is made. When a few pupils engage in intelligent debate with teachers, it is common for others not to listen to the conversations hence immunising themselves from different views. For example, a well-argued consideration by the most able on whether red as the colour of danger is seeded in cultural norms was missed by most pupils.

The quality of the pupils' personal development

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

- 3.15 The school is successful to a great extent in fulfilling its aim that every pupil becomes a confidential individual and a responsible citizen. In their responses to the questionnaire, the vast majority of parents said that the school promotes an environment which successfully supports their children's personal development. Pupils' self-confidence is good; they approach and converse easily with adults and perform without fear on stage. Children in the EYFS are confident in trying out new apparatus, advising each other, and are not fearful of failure. Primary school pupils explored their own and others' understanding in lessons, for example discussing which polygons have diagonals. Pupils in the primary and high schools were able to discuss their academic targets, but could not easily identify strategies to improve, and although the school's approach encourages self-reflection, the outcomes often lack depth. Often the strategies that are discussed involve doing more of the same rather than investigating different learning approaches that may be more suitable. In contrast, the nature of the courses means that BTEC pupils quickly develop skills that enable them to very effectively self- and peer-review their work.
- 3.16 Pupils have good self-awareness: drawing on Rosenthal's research of the Pygmalion effect, senior pupils concluded that 'what matters is what is in yourself'. They are not afraid of their own weaknesses and feel no pressure to conform. In a primary school lesson, sensitive teaching enabled pupils to reflect and share personal moments of loneliness. Sixth-form pupils seen on the pre-inspection visit showed good perspective on a range of issues, and of the pressures and opportunities they faced. Pupils develop resilience to an extent that many of those leaving school confidently contemplate further study in different countries or continents.
- 3.17 Pupils make decisions based on good evidence and advice. For example, the university places gained by pupils reflect the sensible choices that they make about post-IGCSE routes, benefiting from the Braeburn group's portfolio of courses. Pupils interviewed gave examples of decisions made about lifestyle, for example whether to concentrate on swimming or studies, and identified clearly the potential impact on their future. These skills are founded in the EYFS, where activities are engaging and suited to developing independence of choice and collaboration. Adults are adept at allowing children of this age to resolve problems without interference, for example designing a tower, or discussing the choice of building materials for the house in *Three Little Pigs*. The decision-making skills of primary school pupils are developed subtly, for example in choice of media in art. Whilst primary

pupils reported the school prepares them well for the decisions that they will make in the future, much of the preparation is imparting information rather than analysing the process of decision making itself. A consequence of the high level of pastoral and academic support is that pupils develop an over-reliance on adults. There is some evidence of persistence but often in class pupils do not persevere with a task when encountering a challenge or when not directed.

- 3.18 Pupils' appreciation of the non-material aspects of life is typical for age and can be recognised in discussions and their written work, although opportunities are not always developed in lessons and assemblies. In music, whilst some primary pupils appeared moved by Handel's *Messiah*, most showed no reaction, and in photography pupils described a flower as beautiful but were unable to respond in greater depth. Thoughtful teaching draws out pupils' emotions; for example, in the primary school considering the priceless elements of a person's long life in the study of a novel. In a discussion on the difference between drama and other genres, middle school pupils astutely described the emotional flux that drama allows, and that poetry can never portray the agony of a character, for example the death of Julius Caesar. Occasionally, they are spontaneous. Primary pupils selected their favourite mother's day (US) poem because it 'described how God helped mummy make me', and in art there was an audible gasp when a stunning Mayan mask picture was shown.
- 3.19 Responses to the questionnaires reflected that the vast majority of pupils and parents think the school encourages and promotes good behaviour. Behaviour around the school, and the rare use of sanctions, confirm that pupils have a clear sense of right and wrong. They take the initiative if others contravene minor rules, for example, walking on the grass or asking others to be quiet in class, reinforced by the ubiquitous signage reminding pupils of the school's moral values. Primary pupils demonstrated through role play, the kinds of behaviour or language which can upset or offend others, stressing the importance of listening. They have learnt to respect others, to give them the space to express their own ideas and opinions and then to respond with kindness and care to their peers. Middle school pupils expressed candid views on the morality of actions and approaches that harm the environment. Upper school pupils show a good ability to empathise and can examine the deeper implications of moral issues in literature and in other areas where they investigate ethical issues. Whilst a discussion on the death penalty concentrated on its use in different countries rather than its morality, another included sensitive and in-depth treatment of the religion and traditions that influence population growth.
- 3.20 Pupils are socially very aware, and the school successfully fulfils its aim to foster a supportive and empathetic environment. In the EYFS, children's social development and collaboration are excellent. Children negotiate successfully with each other to achieve productive outcomes. Collaboration with home and school to educate about pedagogy contributes to the excellent results for the children's academic and personal development. In almost all lessons, primary pupils were observed to work effectively and respectfully with their peers. High school pupils share ideas, but often the quality of group work does not progress as they move through the school, until the start of BTEC courses. In the middle school, sometimes collaborative work lacks the leadership and awareness of deadline that would focus pupils on their individual contributions, and time can be wasted on low-level skills, or copying down without comment others' ideas.
- 3.21 The contribution of pupils to others is excellent. The links which have been established with local children's homes and state schools have provided exceptional development opportunities which are seized by Braeside pupils. They provide clothing, books and other resources, but the strength of the scheme is their direct interaction with less-privileged children. Pupils spoke warmly of the value they place on projects to keep their less-privileged counterparts in school through fund-raising and scholarships. Both older and younger pupils spoke enthusiastically about mentoring work. Pupils demonstrate a generosity of spirit which is exemplified by their regular applause of each other in class or assemblies. Pupils contribute very positively to the lives of others through their community work, for example the pupil inspired 'give a shoe' campaign, and activities such as the President's Award, and they become responsible citizens in line with the school's mission.

- 3.22 The school is successful in its aim to promote internationalism and diversity. Pupils have a sound respect for diversity of race, religion and background. They are respectful of other pupils' beliefs that may not be the same as their own. Pupils are influenced by the values of peace, love and being in harmony with one another, and in lessons considered the diversity of each other's faith, asking why some religions have so many gods. In a few lessons, respect and understanding are explored, for example pupils talked assertively about the role of the presidency in different countries and led on to discuss the morality of dual citizenship; and others debated the distinction between those in cultural and structural poverty. However, in the majority of lessons, although different cultures, faiths and traditions are highlighted, it is rare for discussion to move beyond the narrative. Pupils' understanding lacks depth and they do not seem to have an appetite to learn more about others beyond, for example, styles of dress or worship. Pupils spoke enthusiastically about the benefits of attending a school with over 50 nationalities. 'New people bring new ideas and that is a good thing.' None were able to identify in what way.
- 3.23 Pupils have developed an approach to keeping healthy beyond the parochial and short term, for example initiating water-saving measures in school whilst debating why water shortages might cause the next global crisis, but in the EYFS pupils gain enjoyment in using the outdoor areas and explore ways in which they can extend their learning by taking risks whether riding a bike or using the climbing frame. Pupils know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of exercise and a balanced lifestyle. They enthusiastically engage with sport and have an excellent understanding of a balanced diet.

4. Inspection Evidence

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

Inspectors

Mr Stephen Cole	Reporting inspector
Mr John Bagust	Team inspector (Principal, COBIS school, Egypt)
Mr John Coombes	Team inspector (Assistant head, COBIS school, The Netherlands)
Mr Andrew Gillespie	Team inspector (Director of studies, ISA school, UK)
Mr Umeshchandra Raja	Team inspector (Head, ISA school, UK)
Mr Ian Raybould	Team inspector (Head, IAPS school, UK)
Ms Christine Williams	Team inspector (Head, COBIS school, Italy)
Mr Robert Youlton	Team inspector (Deputy head, HMC school, UK)