



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

Braeburn Garden Estate School

February 2025

Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Inspection of Standards for British Schools Overseas		5
Preface		5
Key findings		6
Part 1 – Quality of education provided		6
Part 2 – Spiritual, moral, social and cultural development of pupils		6
Part 3 – Welfare, health and safety of pupils		7
Part 4 – Suitability of staff, supply staff, and proprietors		8
Part 5 – Premises of and accommodation at schools		8
Part 6 – Provision of information		9
Part 7 – Manner in which complaints are handled		9
Part 8 – Quality of leadership in and management of schools		9
Part 9 – Minimum Standards for Boarding		9
3. Inspection of Educational Quality		11
Preface		11
Recommendations		11
The quality of the pupils' learning and achievement		11
The quality of the pupils' personal development		14
4. Inspection Evidence		17

School's Details

School	Braeburn Garden Estate School			
Address	Braeburn Garden Estate School Garden Estate Road PO Box 16944 00620 Nairobi Kenya			
Telephone number	+254 (20) 501 8000			
Email address	enquiries.garden@braeburn.ac.ke			
Executive Principal	Mr Tim Richards			
Secondary Headteacher	Mr Rob Jackson			
Primary Headteacher	Mr John Paul Stansfield			
Proprietor	Braeburn Schools Ltd			
Age range	2 to 18			
Number of pupils on roll	902			
	Day pupils	848	Boarders	54
	Early years	80	Primary	315
	Seniors	395	Sixth form	112
Inspection dates	3 to 6 February 2025			

1. Background Information

About the school

- 1.1 Braeburn Garden Estate International School is a co-educational day and boarding school. The school was established in 1979 and moved to its current 30-acre site on the outskirts of Nairobi in 1985. The school is one of a group of twelve schools across Kenya, Tanzania, Rwanda and South Africa owned by Braeburn Schools Ltd, whose directors act as the governors of the school. The day-to-day management of the school is the responsibility of the executive headteacher, working alongside the primary and secondary senior leaders. Their work is overseen by the group's management committee.
- 1.2 The school is divided into four sections: an early years unit for children up to the age of 5 years, a primary school for pupils in Years 1 to 6, a secondary school for pupils in Years 7 to 11 and a sixth form. The school offers weekly and full boarding. Boarders are accommodated in one boarding house, 'Treetops', with separate wings for male and female pupils.

What the school seeks to do

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

About the pupils

- 1.4 Pupils come from both expatriate and local families, with parents working in a range of businesses and professions. The families represent around 80 nationalities. Standardised test data indicate that the ability profile of the pupils is above average when compared to other pupils taking the same tests. The school has identified 138 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. Around half of the pupils have English as an additional language, although only 18 of these require additional support for their English.

2. Inspection of Standards for British Schools Overseas

Preface

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

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

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

This is a COMPLIANCE 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 May 2022.

Key findings

- 2.1 The school meets all of the Standards for British Schools Overseas and the Minimum Standards for Boarding (MSB) 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 1, 2(1)(a) and (b), 2(2)(a) to 2(2)(d)(i), 2(2)(e) to 2(2)(i), 3(a) to (e), and 4 are met, but that relating to paragraph 2(2)(d)(ii) (encouraging respect for other people) cannot be met because it is precluded by the country's legislation.**
- 2.3 The curriculum in both sections of the school, including in the early years and sixth form, is well balanced and successfully meets the school's aims to provide a well-rounded education in an international environment. It provides pupils with a range of experience in languages, mathematics, science, technology, as well as physical education, and creative subjects. Pupils acquire speaking, listening, literacy and numeracy skills whilst developing an excellent understanding of English, including for those pupils who speak English as an additional language (EAL). Policies, plans and schemes of work are well developed in nearly all subject areas and take account of the ages, aptitudes and needs of the pupils, including those who have special educational needs and/or disabilities (SEND) for whom appropriate support is provided. In both school sections, the curriculum offers an extensive range of extra-curricular activities and provides opportunities in sport, drama, creative arts and adventurous activities. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, which include pupils undertaking university courses throughout Europe, Canada, the USA and within Kenya. The pupils' school experience is underpinned by a good understanding of fundamental British and Kenyan values, which closely reflect the values of the school.
- 2.4 Teaching throughout both sections of the school enables pupils to acquire new knowledge and make good progress, a view endorsed by most parents and pupils in their responses to the pre-inspection questionnaires. Additional support is provided for the small number of pupils who join the school with more limited English. Teaching is characterised by well-planned lessons, which provide suitable challenge for most pupils. Most lessons employ effective teaching methods, use a variety of resources, and demonstrate good knowledge and understanding. Pupils are responsive and engaged in most lessons, and their behaviour is of a high standard. 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 Kenyan legislation. The curriculum and teaching are otherwise based on the English national curriculum. There is an appropriate framework in place in both the primary and secondary sections which ensures that pupils are subject to regular and at least half termly assessments.
- 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)(v) and (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, which encourages mutual respect and tolerance of those who may have different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, esteem and 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 the 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 protected characteristics as set out in the UK Equality Act 2010, except where precluded by the country's legislation. A small minority of pupils stated in their questionnaires that their views were not always listened to. In discussion with pupils across all age groups, they confirmed that they are encouraged to contribute views on the operation of the school and are able to raise concerns and complaints. Pupils were able to indicate changes that had been made in response to their concerns, which included requests for better internet connectivity and for primary pupils clearer identification of supervisory duty staff.

- 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], and MSB 3, 5–12, 15, 16 and 20 are met.

- 2.10 Appropriate arrangements are in place to safeguard and promote the welfare of pupils at the school and such arrangements take into account Kenyan law and have regard to guidance in the United Kingdom. The school ensures that staff training enables pupils to be listened to and provided with early help. The particular vulnerability of those pupils with SEND is acknowledged and allowances are made for them. The primary and secondary schools, including the boarding house, have designated safeguarding leads (DSL's) who are assisted by deputies (DDSL's), 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.
- 2.11 A member of the Braeburn management group oversees the school's safeguarding arrangements and undertakes an annual review of safeguarding procedures. The school adheres to local child protection regulations, including making referrals to the Ministry as required. All new staff receive appropriate induction training which includes the school safeguarding policy, information about the identity and role of the DSL's, 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 personal, social, health and economic (PSHE) education programme, assemblies and tutor time.
- 2.12 Procedures to promote good behaviour are well known and 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. Excellent standards of behaviour were observed across both the primary and secondary sections of the school. A large majority of parents in the questionnaire felt that the pastoral provision was a strength of the school. 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 and behavioural records demonstrated that such events were rare and well managed when they did take place.
- 2.13 The school complies with relevant health and safety laws and fire safety standards including those which apply in Kenyan law and those required by the Braeburn group. Recordkeeping is thorough and shows that there is a highly effective overview of health and safety procedures. Fire drills are carried out regularly, including for the boarding house 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 high standard of

safety and hygiene and admission and attendance registers are appropriately maintained and also meet the Braeburn requirements for the registration of pupils and logging of attendance.

- 2.14 The school has appropriate policies for first aid and their effective implementation, with school nurses available to pupils in the medical facility on both the primary and secondary school sites. 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 comprehensive risk assessments has been drawn up for all areas of the primary and secondary schools and any related activities pupils undertake.

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

2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and MSB 19 are met.

- 2.16 The school carries out the required checks on staff, proprietors and any other adults working at the school to ensure their suitability to work with children, in line with Kenyan local requirements and guidance issued to schools in the UK. All non-Kenyan staff are required to obtain an appropriate visa to work in Kenya, which results in the issue of a right-to-work permit once suitable checks are completed. In addition, all UK nationals are checked through the disclosure and barring service (DBS), which includes a barred list check, as well as through the international child protection certificate (ICPC) checks. All staff are required to be vetted by the Ministry of Education before a work permit is issued, and a certificate of good conduct is required for locally recruited staff. All members of the Braeburn management group are subject to appropriate checks and, in addition, must be approved by the Ministry of Education to serve as proprietors of the school.
- 2.17 A suitable single central register of appointments, which details the recruitment checks undertaken, is maintained appropriately. Staff files include all of the required documentation and are well maintained reflecting robust practice in recruiting all categories of staff.

Part 5 – Premises of and accommodation at schools

2.18 The standards relating to the premises and accommodation [paragraphs 22–31] and MSB 4, 7, 9 and 23 are met.

- 2.19 The school provides suitable washing and toilet facilities for pupils of all ages, including those in the early years. There is appropriate changing accommodation for all pupils and both school sections include a suitable medical room to cater for the needs of pupils who are unwell or injured. The premises are maintained to a high standard commensurate with health and safety requirements, including those required by Kenyan law. Identified issues are reported promptly and rectified accordingly. Boarders are provided with high quality facilities and accommodation, which also offer a separate residential facility for visiting pupils from other schools. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water is plentiful as water dispenser units are located throughout the school sections.
- 2.20 Pupils' school experience is enhanced due to the presence on the main site of walkways over a large pond and its associated tributaries, which provides a haven for wildlife, a feature that is greatly appreciated by the pupils. There is ample provision of outdoor spaces available for physical education and play across the school site, with the provision of hard court play areas, a paddle tennis court, basketball courts, an outdoor swimming pool, and extensive playing fields. Across the primary and secondary school sites suitable overhead shading for pupils is provided to manage hot weather conditions. In addition, in the primary school there is the provision of separate play areas for pupils in the early years.

Part 6 – Provision of information

2.21 The standard relating to the provision of information [paragraph 32] and MSB 1 are met.

2.22 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 who have SEND and who speak EAL; the procedure for complaints; the curriculum; arrangements to promote good behaviour and to prevent bullying; health and safety and the school's 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 parents with a written report on their children's progress and attainment on at least a termly basis.

Part 7 – Manner in which complaints are handled

2.23 The standard relating to the handling of complaints [paragraph 33] and MSB 14 are met.

2.24 The school's complaints procedure is available on the school's website and equally applies to both day and boarding pupils. It allows for concerns and complaints to be considered on an informal basis and a formal procedure for complaints to be made in writing both to the individual school heads and to the Braeburn group. Should parents remain dissatisfied, they may request a hearing before a panel, which includes an independent member, and allows for parents to be accompanied; the panel may make findings and recommendations and keeps a confidential record of the findings, including action taken by the school, whether or not the complaint is upheld. The school's records indicate that most parents receive prompt responses to any concerns, almost all of which are resolved informally.

Part 8 – Quality of leadership in and management of schools

2.25 The standard relating to leadership and management of the school [paragraph 34] and MSB 2 are met.

2.26 The leadership and management of the school, including members of the Braeburn group, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently, and the wellbeing of the pupils is promoted. Members of the Braeburn group are frequent visitors to the school, and they convene regular operational meetings to ensure they are kept fully informed on school matters. In addition, individual members of the Braeburn group have a focused overview of safeguarding, health and safety and staff recruitment, and all board members are required to undertake appropriate training. This arrangement ensures that there is effective oversight and monitoring of the school's policies and procedures.

2.27 Members of the Braeburn group are well informed and have a clear understanding, as do the school staff, of how to safeguard children and promote their wellbeing. There is a consistent drive amongst senior leaders to continually look at where improvements can be made, the majority of which are clearly focused on matters relating to pupils' mental health and wellbeing. In the questionnaire, the majority of parents expressed high levels of satisfaction with the leadership and management of the school and pupils throughout the school expressed how the support offered by their teachers and the physical environment of the school greatly enhanced their learning experience.

2.28 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

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

- 2.30 Boarding at the school is provided for secondary-age pupils only. The school leaders and the Braeburn group together provide effective oversight of boarding arrangements and welfare provision for boarders. A head of boarding manages the residential team and provides effective leadership. The school has in place a detailed and clear audit to ensure that it follows and maintains the required standards and these are updated suitably as required. There is a suitable statement and effective implementation of the school's boarding principles and practices which is made available to pupils, parents and staff.
- 2.31 There is a satisfactory arrangement for boarders' induction. Boarders have a range of adults to whom they can turn for support, including a nurse and counselling service. Boarders can contact their parents or families in private, and the school facilitates this when necessary. Boarders' possessions are kept secure and safe. Positive behaviour is actively promoted through the school's rules and culture. The school ensures that male and female boarders have equal opportunities, and the boarding community has a significantly positive impact on the school as a whole.
- 2.32 Where necessary, there is a written agreement between the school and those over 16 not employed by the school but living occasionally in the same premises as boarders. This agreement specifies the terms of their accommodation, guidance on contact with pupils and the expectation that they are aware of the school's safeguarding arrangements. House staff visitors have a similar and appropriate protocol and are required to be escorted on the school site.
- 2.33 Boarders' accommodation is of a high standard and provides good quality accommodation for living and sleeping. Furniture and fittings are relatively modern and rooms are suitably ventilated, furnished, and maintained. Boarders have access to a good range of sporting and other facilities, including recreation and sport facilities which are located on the main secure school campus. Outside of lesson time and at weekends, there is a good range of activities for boarders to access. Boarders dine with day pupils at lunchtime and have access to snacks and drinks in their kitchenettes. Senior sixth form pupils are suitably trained to assist with supervisory and other duties.
- 2.34 Boarders' health and wellbeing and safety are actively promoted and leaders ensure that the school continues to meet the standards relating to compliance with health and safety laws and fire precautions, including those required by Kenyan law. Suitable staff recruitment checks, appropriate staffing levels and supervision of boarders are all in place. In discussion, boarders expressed high levels of satisfaction with the boarding provision and likened the atmosphere in the boarding house as being that of an extended family.

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 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.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- increasing opportunities for primary school pupils to develop their higher order thinking skills by encouraging them to respond proactively to problems.
- ensuring that suitably challenging activities for pupils of all ages are more consistently embedded across all curriculum areas.

The quality of the pupils' learning and achievement

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

3.5 The overall achievement of pupils is excellent. Many pupils are bilingual with a number of pupils being trilingual, with English and Swahili being the most common home languages. A significant contributory factor to pupils' high achievement is the commitment of the leaders, staff and those responsible for governance to ensure that all pupils are valued, encouraged and taught effectively to achieve their best.

3.6 In the early years, the school's tracking mechanisms demonstrate that children make good progress. This continues forward into the primary section, where analysis of attainment data shows that pupils either meet or exceed expectations. Secondary pupils in Year 7 to 9 perform well against standardised averages, with the majority of pupils making expected or higher than expected progress.

3.7 Results in IGCSE examinations over a three-year period show attainment to be above average for similar schools and significantly higher than GCSE results in mainstream UK schools. Results in English,

mathematics, biology and extended mathematics are excellent, with one third of the Year 11 cohort obtaining either A* to A or grade 9 to 7 in all their IGCSE examinations, including several pupils gaining top achiever awards in Kenya.

- 3.8 Results in the International Baccalaureate Diploma programme (IBDP) award are just above the world average. However, results in the International Baccalaureate Careers Related Programme (IBCP) have consistently improved over a three-year period, with a number of pupils being awarded 'outstanding student' status by the examining board in the BTEC business studies diploma.
- 3.9 Pupils who have SEND make excellent progress from their starting points due to targeted support provided in response to their individual needs. Those pupils who speak EAL make excellent progress because teachers provide additional resources and adapt their teaching. Across nearly all subjects and year groups, the quality and presentation of pupils' work is excellent. Tracking and monitoring systems enable teachers to carefully identify where pupils are underperforming. This works successfully in both school sections where teachers and leaders use these systems effectively in order to ensure that suitable support is put in place, resulting in a positive impact on pupils' progress. In many lessons, pupils make good progress because teachers plan effectively to meet their needs through engaging learning activities. Some lessons feature high levels of challenge so that pupils with higher prior attainment are tasked with extension tasks which extend beyond the planned curriculum. However, such challenge is not always routinely and consistently embedded in the curriculum provided to pupils of all ages, and their progress is not as strong.
- 3.10 Pupils' engagement in lessons across all age groups is excellent, as most teachers strive to engage pupils in their lessons and in some cases enable them to lead their learning where an opportunity arises. Pupils show an excellent ability to transfer knowledge from one subject area to another, such as in Year 10 economics, where pupils skilfully used knowledge from both English and mathematics to enhance their understanding of business costs. Senior school pupils have high aspirations and are successful in gaining places at universities, some with demanding selection criteria, both in the UK and overseas, with an increasing number of pupils opting to study further afield in Europe, the United States, Canada as well as in Kenya.
- 3.11 Pupils' communication skills are excellent throughout the school. They are encouraged to develop strong communication skills and provided with many opportunities during lessons to collaborate and share their ideas and opinions. By the end of Year 8, pupils communicate highly effectively, both verbally and in writing, including through the use of figurative language. For example, in a Year 10 global perspectives lesson with pupils presenting in pairs, an excellent discussion took place on the nature of a text to ascertain if it put forward a well-constructed argument.
- 3.12 Early years children use their knowledge of the letters and the sounds they make to effectively act out their stories, using helicopter stories as the approach, with their peers, thus enhancing their visualisation and communication skills. Pupils express a particularly strong focus on the links between physical activity and health and successfully used rhyming phrases to describe their views. The effectiveness of lessons about language and literacy 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.
- 3.13 In the primary school, a focus on mathematical skills has resulted in pupils demonstrating a very high level of understanding in numeracy, and a clear ability to apply their knowledge and skills in mathematics to other areas of learning. For example, Year 2 pupils demonstrated excellent mathematical skills during a drawing exercise to represent proportions based on showing the number of different coloured cars in the car park. In the senior school, mathematics is a strength with pupils developing confidence in numerical and algebraic manipulation by the end of Year 10, enabling accurate and sophisticated problem solving. Pupils' success in mathematics is partly due to the fact that the basics are well learned from an early age and because work is sufficiently challenging to meet their needs and builds on prior learning and achievement effectively.

- 3.14 The pupils' development of competence in information and communication technology (ICT) and its use and application in their learning are excellent. In the primary school, pupils are confident users of ICT, including in their work across a range of subjects such as in research projects and competitions, due to the school encouraging the use of electronic devices. In the secondary school pupils' competence in ICT is strong and they show confidence in applying it more widely to other areas of learning. For example, as seen in a Year 12 theory of knowledge lesson in which pupils were using artificial intelligence (AI) to understand the demands of a coursework exhibition task. Pupils understand the difference between ICT as a subject and ICT as a support to their learning, and in most cases, they engage with both readily.
- 3.15 In the primary school, pupils show good levels of development in their study skills from an early age. They think for themselves, when encouraged to do so and most are able to apply their knowledge to new situations. For example, in Year 2 mathematics continuous provision activities were set up to encourage pupils to tackle tasks independently to reach a learning objective. However, primary school pupils are less adept than older pupils at taking risks in their learning to encourage themselves to think, hypothesise and learn more proactively for themselves. In the secondary school, pupils' study skills are good and, in some cases, excellent, as seen in a Year 10 economics lesson in which most pupils could use sources to explain the problems associated with bartering as a means of trade, demonstrating higher-order skills. This is as a result of teachers carefully incorporating opportunities for these skills to be developed by using a variety of different tasks aimed at honing a range of appropriate study skills. Older pupils describe how they work in their own time using resources and information platforms to enable them to acquire skills and knowledge and further understanding of their chosen IGCSE and BTEC level studies.
- 3.16 Beyond the formal curriculum, the achievements of pupils are excellent across a wide variety of areas including academic endeavours, sport and performing arts. In the primary school, pupils' individual achievement in activities such as music, sport and drama are advanced for their age, and they often receive recognition outside school. Pupils' involvement in extra-curricular activities is strong and they talk with enthusiasm about the range of options available to them. They excel in a number of areas, including at regional events, such as the 'President's Award' and when participating in global activities such as 'World Scholars', as well as regular international sports tours and business studies focused visits to Singapore and Dubai. This wide range of opportunities helps develop and nurture pupils' skills in a broad range of areas.
- 3.17 Pupils creative and artistic skills and appreciation are further developed through drama and, Model United Nations activities. Pupils have achieved national prizes in drama, such as the Kenyan National Theatre Award. In the senior school, sporting success in Kenya has been gained in athletics, hockey and football and this reflects the excellent level of achievement beyond the classroom. Pupils' high levels of participation and success in extra-curricular 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.
- 3.18 Pupils' attitudes to learning are excellent. They take pride in their work and show initiative and independence, whilst being keen to work collaboratively. Pupils are keen to display the skills they employ to tackle challenging homework, appropriate to their competency levels. Additionally, high-quality individual project work, as seen in the popular coding club, has led to the school's success in recent inter-school competitions. Such activities highlight the positive impact of fostering pupils' interests and skills. These attitudes are a significant factor in pupils' excellent attainment. In a Year 5 personal, social, health and economic (PSHE) lesson pupils showed excellent and positive attitudes when describing the importance of listening skills. The pupils spoke with respect for others highlighted by their enthusiasm in wanting to listen to the concerns of others.
- 3.19 Secondary pupils in a Year 12 history lesson displayed high levels of motivation and enthusiasm confidently raising questions, both of the teacher and their peers, and being willing to change their opinion if they feel an argument is strong enough. In the primary school, pupils from early years

onwards were observed as being interested and motivated, working well both individually and in group activities. This is as a result of being given a wide range of opportunities to take initiative and show a degree of independence in organising their own learning. Collaboration is a strength and is seen throughout the schools and is fostered and encouraged by all members of staff. Boarding pupils almost unanimously recounted that their boarding experience had a significant impact on the enjoyment of their school experience. In particular, they explained how boarding enabled them to make and foster a wide and diverse range of friendships.

The quality of the pupils' personal development

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

- 3.21 Pupils throughout all school sections have a well-developed understanding of their aptitudes and strengths and how to best use them. Pupils explained that the school provided strong support for improving as learners through helpful feedback, self-help resources, and a culture that encourages learning from mistakes. Children in the early years are happy and confident in their play and learning as they move freely around the setting. In a Year 3 art class, pupils showed excellent resilience in working on their 'perspective' diagrams, overcoming issues with their drawing showing a determination to get it 'right'. Year 10 pupils in a global perspectives lesson demonstrated much empathy in comparing their own opinions about going to war with those of pupils from other cultures. Pupils are ambitious to succeed and realise the importance of academic success, responding to the praise and encouragement they receive from their teachers.
- 3.22 Outstanding levels of self-confidence are demonstrated through pupils' ability to approach and engage with visitors often in an additional language. Likewise, in the secondary school pupils' self-knowledge, self-confidence and self-esteem are excellent because pupils are given measured guidance on how to improve their achievement, both from their teachers and peers. Pupils strongly believe they have a voice and the opportunities they are given to be heard impacts positively on their self-esteem and self-confidence.
- 3.23 In early years, children make decisions, choosing activities and expressing preferences, such as when constructing a city with rivers in the sandpit area. Pupils feel they have strong opportunities for decision-making, valuing choice in presentations, levels of challenge, research topics, and science, technology, engineering, arts, and mathematics (STEAM) challenges. Primary pupils set personal goals in the 'Dragon Award' programme, develop autonomy in sports warm-ups, and select problem-solving strategies in mathematics and project work. Playtime improvements suggested by the primary school council, resulted in the adoption of 'high visibility jackets for supervisors, providing enhanced safety and accessibility. Older pupils are effectively coached to ensure that they understand the importance of key decisions and they make informed choices about which subjects to study, such as when selecting subject choices, including IB and BTEC pathways. Boarders make sensible choices about how to use their free time and utilise available support such as the option for extended academic study at the weekends.
- 3.24 The majority of pupils demonstrate spiritual understanding and a good appreciation of non-material aspects of life through valuing nature, the influence of their teachers and the strong emphasis on the wellbeing of the whole community, on mutual respect and on showing concern for others. Primary and secondary pupils appreciate the enjoyment that art or a drama can bring as well as the inherent benefits that physical exercise can give. Many have the opportunity through school trips to visit cultural sites in different parts of Kenya which enhances their understanding of the impact of non-material aspects of life on feeling and emotions. Pupils discuss the religions of the world, including Christianity and Buddhism, and the school celebrates the festivals of different cultures, such as through the popular 'Cultural Day' event.
- 3.25 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 clear Braeburn values of being responsible citizens, 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. For example, in form time, pupils gave presentations about the importance of speaking out against discrimination. Boarding pupils form especially good relationships with each other and the younger pupils especially valued the mentoring offered by the older pupils. 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.

- 3.26 The social development and awareness of pupils, including those who have SEND and EAL, is excellent. They enjoy working effectively with others and this was observed in many situations both in and out of the classroom. For example, in a Year 3 English lesson, there was strong group work between pupils working on the development of a play script. In the secondary school, pupils develop an awareness of others and make friendships, guided by excellent prefects who encourage an ethos of responsibility, confidence and tolerance. Opportunities to help others, such as by supporting charities, are promoted throughout the school year. For example, pupils engaging in selling flowers for Valentine's Day for local children in need. Pupils provide excellent support for each other because of approaches developed by the school such as pupil mentoring and peer support. Pupils expressed their appreciation of the school site, in particular the pond and wildlife areas, which they felt enhanced and contributed to their enjoyment of their school experience.
- 3.27 The school is actively involved in supporting the local community through charity and other ventures and this aspect of school life is excellent. Recent support for a local community affected by serious flooding led to a strong response by the school with all stakeholders playing a part, including parents. In the primary section there is much credit gained from the work that Year 5 and Year 6 do with the early years pupils in reading and generally helping them. Working with a local school on a 'link school' basis has further added to the provision, with pupils learning from each other, and supporting families through food donations and Christmas gift collections, fostering empathy and social responsibility amongst the pupils. Effective school councils met regularly to liaise with staff, and pupils speak highly of what has been achieved, including the keenness of the pupils to fundraise to help other less well-off schools in the community. The opportunity to support others in getting things done is appreciated by all and as a result, pupils enhance their sense of wellbeing and self-esteem. In the secondary school, boarders are responsible for carrying out duties that are of benefit to the boarding community, such as tidying the common rooms, kitchenettes and judging the tidiness of the boarding accommodation, thus enhancing the community feel of the boarding house.
- 3.28 The pupil body takes much pride in the international nature of their make-up, most especially in the international contribution afforded by the boarding population. Students demonstrate high levels of tolerance, open-mindedness, interest and acceptance of different people's cultures and traditions. The school actively seeks to promote cultural festivals and awareness so that pupils can widen their cultural horizons, such as the celebration of Diwali, Hanukkah, Christmas and Eid. Regular opportunities to take part in international trips nurtures the pupils' awareness and sensitivity to diversity further.
- 3.29 The multi-national make-up of the full school community is greatly celebrated, especially during annual cultural celebration weeks. In early years, language and culture are celebrated through nursery rhymes in Swahili, songs in Arabic, and stories from around the world. Families share photos and traditions, sparking spontaneous discussions on religion, identity, and culture, where pupils respectfully ask questions to satisfy their curiosity. In the primary school there are regular celebrations of culture with pupils asked to present in a school assembly on their home cultures and traditions. In a Year 12 lesson pupils took part in an in-depth discussion about how the protection of biodiversity varies in different areas of the planet. This excellent understanding of diversity extends beyond the

academic curriculum into extracurricular activities such as the 'President's Award', the 'World Scholars' Cup', and the 'Model United Nations' and debating club, which require pupils to research topics and appreciate them from another person's point of view.

- 3.30 Pupils of all ages feel safe and secure in school because of effective physical security and levels of supervision, and also because of effective teaching on issues such as internet safety, the pitfalls of cyber bullying and the importance of a balanced lifestyle. They understand how to be physically and mentally healthy. The school provides an excellent environment for fostering wellbeing, emotional resilience, and safety awareness through structured learning, proactive support, and daily practices. The 'Time to Talk' wellbeing week encourages primary pupils to recognise and regulate their emotions, using positive coping mechanisms to maintain balance. Lessons in PSHE on self-regulation reinforce these skills, helping pupils understand mental wellbeing more fully. Pupils learn the value of listening to their peers and adults from a young age. Pupils actively engage in healthy lifestyle choices, with pupils appreciating freshly prepared canteen meals and recognising their nutritional benefits. Early years pupils demonstrate strong safety awareness, explaining how to stay safe on climbing ropes by setting personal limits and ensuring others move out of the way.
- 3.31 Pupils learn healthy behaviours, for example putting on sunscreen and wearing hats to protect them from the sun. Most pupils develop a clear understanding of the importance of a healthy diet and exercise towards keeping fit and healthy, including through the comprehensive physical education and the sports programme. Boarders contribute, through the boarding committee, to ideas for new menus and meet with the catering staff to discuss them. Boarders also have the opportunity to cook their own food at appropriate times and there is an active sharing of ideas about nutrition. The majority of parents in the questionnaire stated that their child was well looked after and kept safe and that the school promotes an environment which successfully supports their child's personal development.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the Braeburn group proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration periods 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, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Stehen Challoner	Team inspector (Former senior teacher, HMC school, UK)
Mr John Coombs	Team inspector (Former senior teacher, BSO school, The Netherlands)
Mr Simon Crane	Team inspector (Headteacher, HMC school, Dubai)
Mrs Katherine Meunier	Team inspector (Former senior teacher, BSO school, The Czech Republic)