



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn Garden Estate School

September 2018



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SCHOOL'S DETAILS

School	Braeburn Garden Estate School			
Address	Garden Estate PO Box 16944-00620 Nairobi Kenya			
Telephone number	+254710 649 301			
Email address	enquiries.garden@braeburn.ac.ke			
Headteacher	Mr Tim Richards			
Proprietor	Braeburn Schools Ltd			
Age range	2 to 18			
Number of pupils on roll	750			
	Boys	391	Girls	359
	Day pupils	705	Boarders	45
	EYFS	83	Juniors	307
	Seniors	263	Sixth Form	97
Inspection dates	17 to 20 September 2018			

1. Background Information

About the school

- 1.1 Braeburn Garden Estate School is a co-educational day and boarding school for pupils between the ages of 2 and 18 years. The school was established in 1979 and moved to its current site on the outskirts of Nairobi in 1985. The Garden Estate School is one of a group of nine schools across Kenya and Tanzania owned by Braeburn Schools Ltd. The directors act as the governors of the school. Operational management of the school is the responsibility of the group's management committee.

What the school seeks to do

- 1.2 In line with Braeburn's nine values, the school aims to nurture a caring and supportive environment which fully acknowledges the value and individual needs of all pupils, and actively values and celebrates diversity. It seeks to provide an education of the highest quality to maximise academic, physical and artistic potential, whilst building positive and respectful relationships between pupils, parents, staff and the wider community. The school strives to promote international and cross-cultural knowledge, interest, awareness and understanding.

About the pupils

- 1.3 Pupils come from both expatriate and local families, with parents working in a range of businesses. The families represent a wide range of faiths and around 80 nationalities, from differing ethnic backgrounds. The school has identified 56 pupils as having special educational needs and/or disabilities (SEND), 49 of whom receive additional specialist help. No pupil in the school has an educational health care plan. Also, 30 pupils have been identified as needing support in speaking English although there are many pupils in the school who have English as an additional language (EAL). The junior school uses its own assessment to determine pupils' ability, which is judged to be broadly average. Standardised test data provided by the senior school indicate that the ability profile of the pupils is broadly average.

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.

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 and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

- 2.2 The Standards relating to the quality of education [paragraphs 3–4] are met, but the Standard in paragraph 2 (2)(d) (ii) is not met because of the requirements of the host country.**
- 2.3 The curriculum policy takes account of the ages, aptitudes and needs of pupils. The breadth of the curriculum, combined with an activity programme that is very sports centred, provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Literacy, science and mathematics are given a particular focus within the timetable. The curriculum is well planned and timetabled with suitable schemes of work.
- 2.4 The curriculum provides opportunities for pupils to learn and make progress, and prepares them for the opportunities, responsibilities and experiences of life in both Kenya and British society. Personal, social, health and economic education encourage respect for other people in as far as are allowed by the laws of the host country; and suitable careers guidance is provided.
- 2.5 Children in the Nursery and Reception classes follow a programme covering the seven areas of learning of the Early Years Foundation Stage (EYFS). The curriculum for other pupils in the junior school is based on the UK National Curriculum. In the senior school, pupils follow a broad curriculum leading to International GCSE (IGCSE) and International Baccalaureate (IB) examinations or more directly vocational qualifications, such as the IB Career-related Programme (IBCP).
- 2.6 Teaching does not discriminate against those with protected characteristics. Teaching methods show understanding of the pupils' ability and is characterised by secure subject knowledge and understanding, well-planned lessons and effective use of resources. It utilises a range of strategies and resources to promote pupils' interests and good behaviour, and develop an understanding of British values. The school has a suitable framework to assess pupils' performance and progress, and inform teaching.
- 2.7 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

- 2.8 The Standard relating to spiritual, moral, social and cultural development [paragraph 5 (a) and (b) (i) to (v) and (vii)] is met, but the Standard in paragraph 5 (b) (vi) is not met because of the requirements of the host country.**
- 2.9 The school has identified and established specific values that are actively promoted, which underpin the personal development of pupils as responsible, tolerant, law-abiding citizens. These principles enable pupils to develop self-knowledge, esteem and confidence as well as an understanding of how to become empathic citizens. The school promotes tolerance, harmony and mutual respect between those of different ethnic, religious and cultural backgrounds through a balanced presentation of global issues. The school ensures that principles are actively promoted which encourage respect for other people, in so far as is allowed by the laws of the host country.
- 2.10 The curriculum, and especially the PSHEE programme, together with the systems for pastoral care, all support the understanding of responsibilities and rights within the school community. Pupils know the expectations for behaviour; they can distinguish right from wrong and are able to accept responsibility

for their behaviour. They understand the importance of laws and justice and have respect for democracy and the democratic process.

- 2.11 Pupils are generous in their contribution to the lives of others, especially through their charity work, which is often initiated by pupils and with a strong focus on the local area.
- 2.12 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

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

- 2.14 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding, which emphasises protection from all kinds of abuse and harm including the dangers of extremism, is appropriately implemented within the school. Policies are coherent with procedures, and all staff have received suitable up-to-date training at the appropriate level.
- 2.15 Good behaviour is promoted through PSHEE which is integrated into the curriculum and bullying is prevented so far as reasonably practicable. A system of rewards acknowledges pupils' successes and achievement, and suitable sanctions are applied if the need arises. Health and safety requirements are met and overseen by the school and group's management. Fire drills, evacuation and other checks are regularly carried out and recorded. Risk assessments are in place for all aspects of school life and staff receive appropriate guidance and training. The school's first-aid policy is appropriate, and staff have all been trained in first aid. Pupils are confident that they are looked after if they are unwell or injured.
- 2.16 The admission register and attendance registers are appropriately maintained. The premises are maintained to a suitable standard of safety and hygiene. All services are maintained and checked frequently as part of the board's expected procedures. There is a strategic approach to risk assessment and due care is taken to ensure the welfare, health and safety of pupils on school trips.

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

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

- 2.18 The school staff, proprietors and any other adults working with pupils have been appropriately checked to ensure suitability in accordance with Kenyan and UK requirements. A suitable central register of appointments is maintained, and all historical omissions had been rectified before the initial visit as part of the review of recruitment procedures. Staff files include all required documentation.

Part 5 – Premises of and accommodation at schools

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

- 2.20 Suitable site management ensures that the premises are maintained to a standard commensurate with pupils' health and safety. Suitable toilet and changing facilities for pupils; and appropriate accommodation for their medical needs are provided. The acoustics and lighting are appropriate and water provision is adequate and regularly checked. Suitable outdoor space is provided for physical education and outdoor play.

Part 6 – Provision of information

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

2.22 A range of information is provided or made available to parents and prospective parents. Contact details for the school, its headteacher and chairman of the group, as well as a statement of the school's ethos, are provided to parents. The safeguarding policy is posted on the school's website. Arrangements for admissions, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year are made available as are policies to explain the provision for those with SEND or EAL. Parents are provided with termly reports of their own children's progress and opportunities to meet with staff each term. Particulars of the school's academic performance during the preceding school year, and its results in public examinations, are on the school website or are made available.

Part 7 – Manner in which complaints are handled

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

2.24 Details of the school's complaints procedure are made available to parents. Parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage it allows for a parent to be accompanied, and the panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of the findings.

Part 8 – Quality of leadership in and management of schools

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

2.26 Braeburn management board members provide suitable support and guidance for all departments in the school and they monitor the quality of procedures. School leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively, in order to meet the BSO Standards consistently, and actively promote the well-being of pupils.

2.27 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

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

2.29 Boarding is well managed and there is a clear statement of boarding principles and practice available to boarders and their parents. This promotes positive behaviour, equality of opportunity, and relationships and respect for one another. The boarding handbook outlines practice and gives comprehensive guidance for boarders including contact with their parents and safety of their possessions. The school has an induction programme for boarders and this includes all information with regard to fire precautions, medical arrangements and security.

2.30 The school complies with all required health and safety laws and all required recruitment checks are carried out prior to staff starting work. Supervision of boarders is appropriate; there are always two staff available in the boarding house and boarders can access them for help if required. Boarders' health care is effective.

2.31 Accommodation is suitable with adequate toilet and washing facilities. Heating and lighting are appropriate, and the boarding houses are well maintained.

2.32 Boarders are provided with food of appropriate quality and variety, and have facilities to prepare snacks if needed but generally these are supplied by the caterers. Drinking water is always available. A member of the boarding community sits on the school council and regular boarding meetings ensure that boarders' views are heard. Boarders have access to all the school facilities during their free time and together they agree their activities. The boarding house does not operate a prefect system, however school prefects who are also boarders support younger boarders. A suitable complaints procedure is in place.

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. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
FS1	Nursery
FS2	Reception

Key findings

- 3.1 The quality of the pupils' learning and achievement is good.
- 3.2 The quality of the pupils' personal development is excellent.

Recommendations

- 3.3 The school is advised to make the following improvements:
 - Further improve the quality of pupils' learning by establishing a progress monitoring system across the school. The system should include the routine analysis of academic data. The leadership of the school should use that data more effectively to ensure the quality of all teaching matches that of the very best in the school.
 - In the EYFS, ensure that there is a focus on planning activities such as writing skills that will support children in achieving the expected outcomes when they leave the EYFS.

The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is good.
- 3.5 The school meets its aim to provide an education of the highest quality to maximise academic, physical and artistic potential and prospects. Throughout the school, pupils achieve good standards across the curriculum, and build knowledge and understanding in all areas of learning. This is partly due to the extremely positive attitudes of pupils and their significant enthusiasm, as well as teaching in many areas of the school that is characterised by well-planned lessons within a broad and integrated curriculum. Most parents who responded to the pre-inspection questionnaire were pleased with the progress their children make at school. A key factor in pupils' success is the effective help for pupils with both SEND and, in particular, EAL, since a significant number of pupils start school with very little knowledge of English. There are some areas, notably in numeracy and early literacy, where pupils' learning and progress can vary. The school should undertake the routine analysis of academic data to identify these areas. The leadership of the school can then use that data to ensure the quality of all teaching matches that of the very best in the school.
- 3.6 Overall attainment in the EYFS is good in most areas and at least sound in others. Most children make good progress in their learning and development relative to their starting points, abilities and needs. However, a significant number of children leave the EYFS not meeting the Early Learning Goals in number and writing. By the end of the junior school, pupils' attainment is in line with the national average, based on inspection evidence drawn from lessons, a scrutiny of work and checks of school data. This level of attainment indicates that overall pupils make good progress. The school has no formal assessment of progress available between the start of Year 7 and the end of Year 9, but data for the following two years indicate that pupils make progress which varies significantly between subjects. Results in IB examinations have been similar to worldwide norms, and pupils taking the bilingual diploma have achieved at a higher level.
- 3.7 Pupils display a good level of knowledge and understanding across the curriculum. In lessons which include a variety of learning stimuli they can respond using key terminology and exploring their own and other's knowledge and understanding. They are supported to do so through careful teacher planning, regular assessment and their own determination to learn and work hard; senior school pupils in an environmental systems and societies lesson were able to discuss intelligently and articulately the different cultural practices in agriculture and the impact of modern society. Pupils have a good knowledge of music and art, which supports their enjoyment of these subjects. Children in the EYFS demonstrated their ability to differentiate between a long and a short sound within a music lesson, utilising this skill to use percussion instruments to reproduce these whilst singing. Older pupils were able to speak with confidence about the work of Rousseau and how they felt as they painted, reflecting upon and focusing deeply on their own work.
- 3.8 Pupils display exceptional physical skills when participating in their physical education, and they enthusiastically take part in their lessons. Those with SEND or EAL receive supportive encouragement and as a result gain confidence and make excellent progress.
- 3.9 Throughout the school excellent communication skills are a key strength. From an early age, pupils can express their thoughts, feelings and ideas fluently and confidently. They thrive in an environment that encourages pupils to be open and confident in asking questions with the reassurance that teachers and their peers will respectfully listen to them. In the EYFS, children go on an imaginative journey to enrich their vocabulary, laying the foundations for them to become creative writers and story tellers. The lack of focus on writing skills results in children leaving the EYFS with limited writing experience. However, in subsequent years and throughout the junior school, pupils quickly develop their writing skills. Younger pupils develop skills that enable them to write sentences with good structure, producing writing that is interesting, clear and well-presented, and older pupils can effectively summarise passages drawing out the key points from the text. They can also construct thoughtful and balanced prose on sensitive topics. More able senior school pupils competently

analyse the sentence structure of pieces of literature, discussing how the author uses tools and devices to add emphasis to the language. For example, they produced a thoughtful analysis of how the language builds suspense in the context of the gothic style whilst listening to an audio transcript of Poe's *The Fall of the House of Usher*. Pupils are patient and respectful listeners, and put forward their arguments cogently. Senior school pupils were confident and secure in discussing complex and controversial issues within a group and many were able to express their views confidently to the whole group, enabling all to consider other ideas and points of views.

- 3.10 In the EYFS, numeracy skills are developed through play and exploration, and children quickly recognise numbers and understand their order. A lack of consistency in teaching methods and a lack of challenge in systematically using numbers in practical situations results in children making limited progress as they move through the EYFS. In the junior school, outcomes for pupils in numeracy are excellent in some lessons, when there are high expectations and opportunities provided to solve problems. However, this is not consistent. The outcomes for pupils in the senior school in numeracy also vary across year groups. In one example, however, they were observed to be excellent when pupils enthusiastically engaged in group work to solve complex word problems to construct equations and calculate variables. Pupils work constructively and collaboratively when using graphs to solve problems. Most are confident in their ability and build on previous knowledge. However, few pupils claimed to enjoy mathematics. Often the pace and limited expectations in lessons limit progress, and the work is completed as a task with a prescribed methodology and limited understanding of concepts. Pupils are very supportive of each other when comparing and explaining answers. When given the opportunity, pupils can competently apply their numeracy skills in other curriculum areas, such as carrying out cash flow calculations in business studies, successfully managing the profitable school tuck shop and supporting STEAM (Science, Technology, Engineering, the Arts and Mathematics) design tasks in the junior school.
- 3.11 Pupils are competent in their use of information and communication technology (ICT) and, when given the opportunity, use it confidently and effectively to research topics using a range of software. They demonstrate they have the necessary skills to use ICT to improve their learning, however there are limited opportunities to use ICT within the curriculum. In the senior school, ICT is used to reinforce existing knowledge and techniques rather than as an opportunity to challenge pupils to take initiative.
- 3.12 Pupils develop effective independent study skills across all areas of the curriculum in both the junior and senior schools when these are encouraged, and opportunities are provided. They respond to the opportunities provided to hypothesise and analyse information, and to draw conclusions. Senior school pupils synthesised knowledge from previous chemistry lessons to predict outcomes of REDOX reactions before testing and evaluating outcomes, drawing together previous knowledge and making good progress intellectually. Pupils demonstrated excellent ability to extract information from video sources, process and summarise the information and present it to the class. Junior school pupils are able to work independently and collaboratively to reflect on their developing skills identifying areas for improvement. Boarders feel that their study skills develop well due to the encouragement and support they receive from the house parents.
- 3.13 Through the extra-curricular activities available throughout the school, pupils are able to discover and pursue individual talents and interests, and achieve high levels of personal success in an extensive range of intellectual, sporting and creative skills. Pupils enjoy a considerable range of successes in academic competitions and sporting tournaments. By participating and achieving success in these activities, pupils gain self-understanding, organisational skills, confidence, independence, leadership and enjoyment. A number of pupils enjoy opportunities to excel in arenas beyond the school. These include academic competitions such as the World Scholars' Cup and the Model United Nations, and international maths challenges. Pupils gain confidence and the assurance afforded them within performing arts. Their involvement in projects and opportunities incorporated within the extra-curricular programme, some of which are pupil-devised and pupil-led, and reflect their high level of initiative and independence. Activities such as fashion shows, a mountain climb and a golf tournament

raise funds for charities chosen by the pupils. Extensive opportunities to work collaboratively mean that they excel in group work.

- 3.14 Pupils have a positive attitude to all aspects of their learning. They are well motivated to learn and find enjoyment in the most of their lessons, and approach new learning with enthusiasm. Pupils' ability to work collaboratively is a strength of the school. Pupils of all ages are confident in sharing their ideas, participating in class, pair and small group discussions. Most pupils are determined to have a go and remain positive when answers are not correct the first time. Resilience and teamwork is clearly evident. Pupils are attentive in lessons, particularly when teachers have established clear boundaries and high expectations for listening and behaviour.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 The school has a strong community spirit where pupils feel valued, reassured by the board's commitment to keeping them safe. Pupils have a strong awareness of the school's core values and are respectful of themselves and others as demonstrated in their behaviour around school. In their questionnaire responses, most parents agreed that the school provides good pastoral guidance. Pupils are self-reflective and are fully aware of their strengths and weaknesses. They are confident and self-disciplined, adapt well to new situations, are determined and resilient, and persevere when presented with challenges, both academic and in other school activities. Confidence is developed as pupils make presentations in class and they are encouraged to speak up and discuss topics. Less confident pupils are encouraged to present to the teacher alone. Boarders develop good self-discipline; they benefit from the high expectations expected of them to be independent. Older boarders are strong role models for the younger boarders and recognise their responsibilities to help and support them.
- 3.17 In the EYFS, children's decision-making skills are highly developed. Children are confident and make daily decisions that affect their learning outcomes and relationships. Junior and senior school pupils are confident and willing to make decisions when given the opportunity, for example as they democratically selected the projects they would undertake. As a consequence, their confidence grows and collaboration develops. In a younger class, pupils' decision making skills develop well; they delighted in deciding on their challenge for the day and proudly enjoyed discussing it with their friends. The school council confidently makes decisions that affect the school community, as shown when they organised the publication of the daily lunch menu and the redesigning of the library. Decision making skills are not consistently developed as pupils move through the school and opportunities are missed to promote independence because they are infrequently challenged to make decisions and teaching is often too prescriptive.
- 3.18 Pupils have a strong appreciation of the non-material aspects of life and have a marked aesthetic and cultural awareness. They have respect and appreciation of their environment and can communicate well their sense of connection with their surroundings. Music, art and drama across the school engages the pupils through creativity and nurtures their appreciation of aesthetic beauty and personal goals. They reflect in a mature manner and have a clear sense of personal values. The regular tea-time concerts allow pupils from the EYFS onwards to share their musical talents, providing them with the opportunity to appreciate the skills and endeavours of others no matter the standard of attainment. They are able to discuss and argue cogently and they respond sensitively to others' points and opinions. Senior school pupils openly talk about their beliefs and explain the importance of love and peace, and encourage tolerance for the beliefs and rights of all people. Pupils study a range of religions and they are able to consider and explain the differences and similarities between them. They are confident to express their own thoughts through their writing, which provides opportunities for pupils to reflect on their opinions and beliefs and appreciation of the world around them. An example of this was a quote from a senior school pupil's work that stated: 'the land was made from the gold on God's eyes and the sea from his tear drops'.

- 3.19 Pupil's behaviour is excellent throughout the school. They show a keen sense of fair play and are highly respectful of the school rules incorporated in the Braeburn aims and values. Working closely together in class encourages their evident tolerance and behaviours that underpin acceptance of others. All pupils benefit from the strong sense of community which they say adds much to their daily lives in school and encourages their self-confidence. They show natural kindness towards each other, with older pupils regularly helping and supporting younger pupils. Pupils exhibit high levels of social awareness, working extremely well with each other across all ages. They collaborate extensively in class and are confident enough to challenge each other and themselves to achieve their common goals. Pupils throughout the school appreciate and celebrate the successes of others, whether in academic, sporting or other activities and they understand and support those who are less able, including pupils with EAL or SEND. They willingly share their own successes with great humility. Pupils demonstrate a clear sense of house spirit as seen during the STEAM morning and in the junior school weekly assembly.
- 3.20 Pupils' keen contribution to the lives of those within the school, the local community and wider society is strongly underpinned by the school's aim to develop responsible citizens. Through charitable support projects, pupils develop a sense of worth and humility, knowing that they are making a significant difference to those who are less fortunate than themselves. For example, the children within early years invite a local children's home of 30 children to visit the school to receive the items collected for them, to share lunch and to enjoy playing in the EYFS garden, whilst junior school pupils undertake project work to plan an annual charity fun day. Older pupils and those chosen as prefects or elected as members of the school council are held in high regard, and pupils know they can approach these senior pupils with suggestions for improving the school environment or routines. The pupils who hold these responsibility positions, including in boarding, fulfil their responsibilities successfully; they are able to take effective action when required and are highly respected by other pupils, who may aspire to such positions in the future
- 3.21 Pupils actively support those who are less fortunate than themselves and the school offers many activities that raise funds to benefit others, both in the local community and through charitable enterprises. Many of these activities are co-ordinated by the pupils themselves, such as raising money for diabetes charities through sponsored walks.
- 3.22 Pupils' attitudes to diversity and cultural understanding are exceptional. Their appreciation of their own culture and that of others is a key factor in the harmony that pervades the school and ensures a sense of community. Pupils have an empathic respect of other cultures which is a strong feature in the boarding house, and boarders articulate clearly the positive experience that boarding has given them in learning to live as one family despite differences. A wide range of religions and cultural festivals are celebrated through events such as international Mother Tongue Day, the International Music Festival and the much enjoyed and anticipated cultural days.
- 3.23 From an early age, pupils' understanding of how to stay safe and healthy is excellent. Younger children know how to keep safe in their exploration activities around the pond and can be heard telling each other to 'stay on the flat area rather than the steep side of the pond'. A child in the crèche when making a plasticene birthday cake warned others to be careful when taking out the candles as they would be hot. Throughout the school pupils are reminded on how to stay safe and healthy through the PSHEE programme. Within the senior school, pupils are aware of the availability of the school counsellor and are not afraid to talk to a member of staff if they need emotional support. Exercise is a strong focus for the majority of pupils in the school and their enthusiastic involvement in sports and games is a testimony to this; all day the main field is awash with enthusiastic pupils exercising and engaged in sport such as football, cricket, rounders and athletics and the swimming pool features highly in extra-curricular activities. Pupils appreciate the support they receive as they pass through adolescence from staff and school nurses. All pupils from the EYFS onwards understand the importance of healthy eating and this is supported by the efforts that go into making lunchtimes a happy relaxed and social time for pupils.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended 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

Mrs Linda Donowho	Reporting inspector
Ms Amanda Lidgard	Team inspector (Deputy head, overseas school, Dubai)
Mr Chris Hall	Team inspector (Former head of department, HMC school, UK)
Mr Andrew Williams	Team inspector (Principal, HMC school, UK)
Ms Sally Dibbs	Team inspector (Deputy head of primary, overseas school, Egypt)
Mr Harry FitzHerbert	Team inspector (Head, HMC school, UK)