



SCHOOL INSPECTION SERVICE

BRITISH SCHOOLS OVERSEAS (BSO) INSPECTION REPORT FOR PEONI SCHOOL

The key inspection judgements for this school are:

The quality of education	Outstanding	1
Pupils' personal development	Outstanding	1
Safeguarding pupils' welfare health and safety	Good	2
Leadership, management and governance	Outstanding	1
Effectiveness of boarding provision	Outstanding	1

Compliance with the British Schools Overseas Standards:

The school meets the standards required of British schools overseas (BSO) except those precluded by Kenyan law.

Date of inspection: 5 – 7 February 2018

SECTION A: SUMMARY OF MAIN FINDINGS

Peponi School meets all the BSO standards, except those precluded by Kenyan law*, and its own aims. It provides an outstanding education for its pupils. Pupils' learning and achievement are outstanding. They all, including those pupils with special educational needs and/or disabilities (SEND) and English as an additional language (EAL) make at least good and often very good progress from their individual starting points. Pupils achieve well in IGCSE and AS and A Level examinations. Teaching and assessment are outstanding. Teachers have very good subject knowledge which is used effectively to ensure that pupils reach or exceed their predicted targets. The school has a robust assessment framework. Pupils' progress is assessed regularly and any pupil at risk of underachieving is closely monitored. The curriculum is outstanding. It provides pupils with a very good choice of subject options and opportunities at which to excel and a wide range of sporting, artistic and creative activities to enjoy and develop their talents and interests. Pupils' personal development is outstanding. They are courteous, pleasant and thoughtful young people who are sensitive to the needs of those who are less fortunate than themselves. They gain a very good understanding of British values and institutions. The school's arrangements for safeguarding and ensuring pupils' welfare, health and safety are good and are consistently implemented. Pupils are very well looked after and effectively safeguarded. The procedures for ensuring the suitability of staff are clear, appropriate and consistently applied, but at the time of the inspection there were some minor administrative errors on the single central register (SCR), a very small number of the checks carried out when recruiting staff had not been accurately signed off. Leadership and management are outstanding. The proprietors and the headteacher have created a very high-achieving and happy school in which all pupils excel and staff morale is high. The school's boarding provision is outstanding. Boarders enjoy all that the school offers and say that they learn to get on with others and that boarding helps them to achieve well.

*The school does not meet BSO standards 2(2)(d)(ii) 3(j) and 5(b)(vi), because Kenyan law precludes paying particular regard to some of the protected characteristics in the UK Equality Act.

RECOMMENDATIONS FOR IMPROVEMENT:

To secure further improvement, the proprietor should:

- ensure that all recruitment checks are always fully recorded on the SCR.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with the inspection framework agreed by SIS and the Department for Education (DfE) in England for the inspection of British schools overseas.

In reaching their judgements the inspectors observed lessons, carried out joint observations with the senior leadership team, held meetings with the Directors, headteacher, senior leadership team, second master, school staff, boarding staff, pupils, boarders and parents. They examined the school's website, documents and records, scrutinised pupils' work and reviewed responses to parents' and pupils' questionnaires completed before the inspection.

The inspectors were:

Reporting Inspector:	Christine Graham
Team inspectors:	Ted Cohn, Chris Hall and Peter Jones

INFORMATION ABOUT THE SCHOOL:

Peponi School is a co-educational, non-selective boarding and day school for pupils aged 13 to 18 years. It was founded in 1989 and it is based on Christian principles and British independent school traditions. The school is on a 65 acre site 25 kilometres north east of Nairobi. There are 322 pupils on roll, 149 are in the sixth form. Thirty -five pupils have been identified by the school as having SEND. Thirty-two pupils have been identified as being able, gifted and talented (AG&T) and forty-six pupils are identified as having EAL although none are at an early stage of English acquisition. There are more than 15 nationalities in the school and a relatively high proportion of pupils speak three or four languages. There are 211 boarders. Most pupils remain at Peponi School to complete their education, but some move onto well regarded independent schools in the UK at 16. All pupils go onto higher or further education at the end of their time in school. The school's mission statement is as follows: *'Peponi School is an international, multi-faith and multi-racial school where pupils are taught tolerance and respect for those they may consider 'different' to themselves, so that they may succeed in the integrated community at Peponi and in the world at large'*. The school is owned by School Operators Ltd. The company directors form the governing body of the school. The school is a member of the Headmasters' and Mistresses' Conference (HMC), the Society of Heads, the Boarding Schools Association (BSA) and the Kenyan Association of Independent International Schools (KAIIS). This was the school's first inspection.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding.

Pupils' learning and achievement

Pupils' learning and achievement are outstanding. The results in the IGCSE examinations over the last three years show that outcomes in all subjects are very high with most pupils achieving A*-A grades. In the past three years the proportion of pupils achieving the highest grades has risen steadily with 61% of pupils achieving this benchmark in 2017. 93% of pupils achieved A*-C grades. The school does not have rigid grade requirements for acceptance onto sixth form courses but outcomes at AS/A Level are also high with the proportion of pupils achieving A*/A grades slightly above that in UK schools. In the past three years pupils at the school have been awarded outstanding learner awards from UK examination boards. These encompass both A/AS Level examinations and IGCSE in a wide range of subjects, including further maths, science, biology, physics, drama and art. The awards recognise pupils who have gained the highest mark in Kenya, Africa or, on at least one occasion, the world. This is a significant achievement. The school's analysis of examination, assessment and baseline data indicates that a very high proportion of pupils achieve or exceed their predicted grades. All pupils who leave the school at 18 go onto higher or further education, many to Russell Group universities in the UK or to universities in Kenya, South Africa, America or Canada. Pupils' literacy skills are very well developed. Their reading, writing, speaking and listening skills are of a very high standard. Pupils have excellent debating and discursive skills. They can state their opinion clearly using evidence from texts or previous knowledge. They listen to the views of others even when these do not align with their own and they are courteous and show respect for others. Pupils' use of grammar, punctuation and spelling is accurate, and these skills are applied well in all subjects. Their independent learning skills are very effective. They meet the school's very high expectations of their learning and progress. Pupils are very resilient, they can learn from their mistakes and from feedback from their teachers and peers. This accelerates their progress. Boarders are clear that boarding adds a great deal of value to their ability to achieve well. One girl said that she was a 'procrastinator', but that the well-structured boarding day helped with her personal organisation and ensured that all tasks were completed on time. Pupils with EAL progress at the same rate as their peers. Pupils with SEND make good progress from their individual starting points and achieve well because they receive very effective support in class and during lessons in the learning support department, The Crane.

The quality of teaching and assessment

Teaching and assessment are outstanding. Evidence from lesson observations and from work scrutiny indicates that pupils make excellent progress in all subjects because they receive consistently high-quality teaching. Almost half of all the lessons observed during the inspection were outstanding. In the most effective lessons teachers use their very good subject knowledge and data from assessment to plan tasks which accelerate pupils' progress and their

achievement. They have high expectations of all pupils. Lessons move at a brisk pace and teachers' questioning is used very effectively to refine pupils' thinking, to encourage them to extend their ideas and to eradicate misconceptions. The needs of pupils with SEND are considered but teachers do not assume that a pupil with learning needs in one subject requires support in all subjects. This results in excellent progress for these pupils and a boost to their self-confidence and self-esteem in lessons where they can support their peers. The needs of pupils identified as being AG&T are met through well-targeted tasks which extend their knowledge and skills. Pupils with EAL are given additional support where needed but this is seldom required since all pupils have a very good understanding of spoken and written English. In languages lessons teachers provide well for pupils learning in their first language, they receive challenging tasks and make good progress. Just occasionally, as seen in a very small minority of lessons, teachers did not provide enough opportunities for pupils to work on their own tasks. All teachers provide pupils with regular prep which extends and consolidates work completed in class and provides opportunities for individual research. Boarders can use the school's facilities to work on tasks in the evening by prior arrangement this is of great benefit to pupils completing examination coursework.

The school has a very rigorous assessment framework. There are internal subject based assessments, a range of baseline assessments (MidYIS, Yellis and Alis) and mock IGCSE, AS and A Level examinations. Examination and assessment data is analysed and any underachievement is identified. There are regular head of faculty, head of year and common room meetings to discuss underachieving pupils and plan further support this ensures that almost all pupils reach or exceed their predicted grades. The school has retained the option of AS Level examinations. Pupils are very positive about this recognising that A Level courses are more challenging than IGCSE and welcoming opportunities to test their knowledge and understanding at the end of Year 12. Staff value the data gained from the examinations and use it when planning A Level courses. Pupils receive very good oral feedback in lessons, this helps to accelerate their learning. Written marking is usually of very good quality, telling pupils what they have done well and identifying where additional information or explanation is needed.

The quality of the curriculum

The curriculum is outstanding. It meets the aims of the school and it is very well adapted to the needs of all pupils. It is based on IGCSE and AS/A Level course requirements. Pupils in Year 9 follow pre-IGCSE courses or begin IGCSE coursework, which prepares them well for demanding examination courses. There are a very good range of subject options available at both IGCSE and AS/A Level. Mathematics is a very popular subject with more than half of Year 12 and 13 pupils choosing to study the subject. Schemes of work, departmental handbooks and daily lesson plans are of excellent quality and provide very effective guidance for all staff especially those that are new to the school. Departmental planning documents set ambitious targets for teachers and pupils. Cross curricular links are very well developed, and this makes a very strong contribution to pupils' learning and achievement. Pupils' complete regular

feedback forms on the curriculum and teaching styles in all subjects and lessons, this is routine and well accepted by staff. The feedback from pupils ensures that the curriculum is very well matched to their needs and interests and that any lack of pace or challenge is identified at an early stage. The curriculum provides a range of opportunities to improve pupils' learning and skills. These include an annual literature week which includes guest speakers and authors, inter-house spelling and creative writing competitions, 'Lit on the Lawn' and film screenings. The school enters the Canadian University of Waterloo Centre for Education in Mathematics and Computing (CEMC) competition each year. This attracts more than 30,000 entries in some year groups; the school performs well and one Year 10 team was recently ranked ninth in the world. Art, creative activities, drama, music and technology are also very well developed. Pupils in Years 9 and 10 write 'headmaster's essays' which encourage them to research and explain a range of interesting topics. Year 9 and 10 pupils participate in a 'circus' of activities which take place during afternoon sessions. These include politics, debating, creative activities, photography and music. Pupils identified as being additionally gifted and talented are well catered for. They can carry out in-depth research on a subject of their choice and report their findings at a symposium, speak on a subject of their choice in assembly and/ or represent the school, Kenya or their home country in a range of sports. There are an excellent range of day and residential visits which allow pupils to gain first-hand knowledge of Kenya and the wider world including the UK.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

Pupils' personal development is outstanding. One of the school's key aims is to embed pupils' spiritual, moral, social and cultural development into the day-to-day life of the school so that it underpins all activities. This is achieved very successfully. The school's ethos is founded on Christian, spiritual and human values. There is a strong emphasis on the personal and intellectual development of the individual child in the context of a strong family and community ethos. The curriculum, personal, social, health and economic education (PSHEE) and assemblies support pupils' spiritual, moral, social and cultural development very effectively. Pupils gain a very good understanding of British values and British institutions.

Pupils' moral development is outstanding. They come to the school with a very clear sense of right and wrong and, if not, they learn this very quickly, with guidance from their peers, tutors and teachers. Teachers provide excellent models of courtesy and respect for each other in the manner in which they interact with pupils and in their insistence on excellent standards of behaviour at all times. For boarders this is reinforced through the boarding experience and the pastoral care system makes a significant contribution to the moral development of pupils. Pupils' develop a growing understanding of the importance of the law and the rights and responsibilities of citizens in Kenya and the UK.

Pupils' social development is outstanding. In lessons and during social times pupils have many opportunities to collaborate with each other and this is an intrinsic part of school life. Boarders recognise that they learn to get on with

others, to co-operate and respect the differences between people. Evidence from discussions with pupils and the scrutiny of records indicates that there is little bullying and behaviour during the inspection both in lessons and around the school was exemplary. Prefects and others in positions of responsibility recognise that an important part of their role is to care for, support and guide younger pupils so that they maintain the harmony of the community. Action, adventure and service are an integral part of school life. The President's Award (PA), an award similar to the Duke of Edinburgh award, which provides tests of character and endurance, is enjoyed by pupils and provides them with very effective life skills. There are Peponi School Expeditions (PESTS) during which pupils develop leadership, teamwork and decision-making skills while travelling around Kenya and East Africa. They engage with other cultures and remote environments and reflect on the world and their place within it. Pupils also participate in the Model United Nations (MUN), the school was awarded eight prizes in the most recent session, including best speaker in several committees. Pupils raise a great deal of money for charity and many also provide personal support to their chosen charity, this was spoken about very eloquently by one pupil in assembly. Careers education is very effective. Pupils receive impartial careers advice and guidance and they have opportunities to take-up work experience and internships and visit fairs representing universities in the UK, USA, Canada and South Africa.

Cultural development is also outstanding. Pupils come from many different cultural backgrounds and clearly enjoy learning about the cultural and spiritual diversity within the school. The curriculum provides opportunities for pupils to learn more about and celebrate the cultural diversity within Kenya and throughout the world. Sports and other activities, such as the history trip to Europe, further extend pupils' cultural experiences as do visits to the theatre and opportunities to participate in school performances and concerts. As pupils move through the school they become mature, self-confident and thoughtful young people. They develop excellent leadership skills and an understanding of their responsibilities to those less fortunate than themselves.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The quality of safeguarding pupils' welfare, health and safety is good. Senior leaders and the proprietors ensure that pupils are safeguarded very effectively. Pupils say they feel safe and secure in the school and inspectors agree. The school has very well-established procedures to keep pupils safe. The school's policies are comprehensive and of good quality. With some very recent updating they comply fully with the requirements of the BSO Standards and with government guidance. There is a compliant child protection and safeguarding policy which takes account of latest UK guidance, including Keeping Children Safe in Education 2016, as well as setting out child protection procedures in the local context. The policy emphasises the importance of safeguarding for the whole school community and the fact that it is everyone's responsibility. Suitable training is undertaken by staff responsible for the different aspects of welfare, health and safety. Staff are trained in child protection and are aware of the signs which may indicate abuse of children. The school has clear procedures for the reporting of child protection issues.

A designated safeguarding lead (DSL) shares responsibility for safeguarding with a deputy DSL. Both have up-to-date training, an understanding of the DSL role and are in the process of developing their record keeping system. The proprietors are fully aware of safeguarding and child protection requirements in the local and British context and support the school's work in this area. A governor has undertaken recent and relevant safeguarding and child protection training. The school has an effective e-safety policy which is known to pupils and staff. The use of mobile phones in the school is carefully controlled as part of the school's e-safety measures. The school makes pupils aware of the dangers of abuse and sexual exploitation including through the use of using social media, and of radicalisation and extremism.

The school has compliant policies for health and safety and risk assessments for buildings and premises and activities on and off site meet requirements. The school's anti-bullying strategies and behaviour policies are very effective and successfully promote positive behaviour. Pupils say that poor behaviour is identified by staff and dealt with promptly and fairly. Policies and procedures for all aspects of fire safety meet requirements, are well organised and consistently implemented. Fire risk assessments are carried out, recorded and reviewed. Fire equipment, including alarms, detectors and extinguishers are regularly checked by qualified contractors. There is a critical incident policy and there are regular and recorded 'lock down' drills.

First aid procedures are very effective. The school has three full-time qualified nurses on site. There are several qualified first aiders including all sports coaches, all of whom have up to date training. A designated first aider is always on the school site. In addition, all staff are trained in basic first aid. The first aid policy shows the procedures to follow in the event of a medical emergency, including guidance on when to trigger emergency services or hospital visits, and how accidents are to be reported and records kept. The school has a very effective system which ensures that staff are aware of pupils with medical conditions and of any necessary treatments. The policy includes guidance on hygiene procedures for spillage of blood or bodily fluids. Separate policies are in place for specific health related issues including for example allergies, asthma and diabetes and guidance is available in all teaching areas. There is a detailed policy to promote and support the emotional and mental well-being of the whole school community.

The carefully planned deployment of staff ensures that pupils are always properly supervised. The school has a fair system of sanctions for poor behaviour, involves parents fully and keeps detailed records. Attendance and admissions registers are accurate, up to date, and meet requirements. Pupils' attendance is very good. There is appropriate provision and plans for access for disabled pupils. The school carries out all the relevant checks on the suitability of staff before appointment. At the start of the inspection some minor gaps in the Single Central Register of appointments (SCR) were noted. All the necessary information to complete the register was available on site and over the course of the inspection the school ensured that this information was transferred accurately to the SCR. The SCR now meets the BSO requirements.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Leadership, management and governance are outstanding. The headteacher and governors have an ambitious vision for the school. Their intention is to provide a safe, happy and healthy environment within which children can gain the academic qualifications, leadership skills and personal qualities to take their place in the world and be productive citizens. This ambition is realised. The governors and the headteacher are excellent role models for staff and pupils so their vision is shared and understood by the entire school community. Staff, pupils and parents make a very strong contribution to the school's warm, friendly and supportive ethos. The school is an inclusive, welcoming and kind community within which everyone is encouraged to do their best and show empathy towards others. One pupil who has recently joined the school said that it is like a family in which everyone is welcome.

The senior leadership team is highly effective. The headteacher promotes the school's vision and ethos exceptionally well. He is approachable and accessible to pupils, staff and parents. He has an accurate view of the school's strengths and areas for improvement and he ensures that staff benefit from excellent training and development so all teachers and leaders work to their maximum potential. The Director of Teaching and Learning provides the leadership team with an accurate view of the quality of teaching which is based on regular and rigorous monitoring of pupils' books and teachers' planning documents. There are regular lesson observations and during joint lesson observations carried out with the inspection team all senior leaders made accurate judgements which matched those made by inspectors. The newly appointed acting Director of Studies has a very good understanding of his new role and is already making significant contributions to school leadership. The school's boarding provision is led and managed very effectively by the Second Master. The senior team support and develop the capabilities of teachers and other staff very well so there are consistent approaches to teaching, learning and assessment in all subjects.

Heads of faculty and heads of department are very effective. Planning documents are of a very high standard and provide excellent guidance. The learning support department, The Crane, is very well led and managed and adds a great deal of value to pupils' learning. The school's induction procedures for new staff are very well planned so they settle into school well. Newly appointed staff commented that the school's expectations of teaching and learning were made clear to them, so they had little difficulty in meeting the school's very high standards. There is a rigorous staff appraisal system and a good range of training and development opportunities.

The school is exceptionally well resourced and the buildings, excellent range of facilities and spacious and pleasant grounds provide an outstanding environment for learning.

Partnership with parents

The school's partnership with parents is very effective. The responses to parental questionnaires completed before the inspection were very positive, indicating a high degree of satisfaction with the education and care the pupils receive. The school has a well-organised website, with private areas for existing pupils and parents, which provide a full range of up-to-date information about the school. Parents receive an excellent quantity of information, including regular written reports about their children's progress. The school offers a range of formal and informal parent/ teacher meetings and the effective use of technology facilitates communication with parents who cannot come into school. There is contact by the School Information Management System (SIMs) in emergency situations. There is an annual school calendar, but a few parents and pupils noted that they did not always receive sufficient notice about sporting fixtures, especially those rearranged at short notice. Senior leaders are aware of the issue and are taking action to improve matters. There is a clear complaints policy which meets the BSO standards. There have been no formal complaints in the last year. Pupils have very good opportunities to raise issues or complaints with school staff. These are taken very seriously, and pupils receive appropriate feedback at the end of the process.

Governance

Governance is outstanding. The Directors have a clear vision for the school and monitor its progress rigorously. There are regular, formal meetings with the headteacher and less formal meetings during which aspects of the school's provision are carefully checked. The Directors make regular visits to the school. The Chair of the Board is particularly interested in the school's boarding provision and she samples meals and reviews the quality of the accommodation. She has implemented very rigorous health checks for those who care for boarders and she ensures that boarders receive excellent support and that their needs are met. The Directors have an accurate view of the strengths of the school and areas which might be improved. They offer sensible and well-informed support to the school and act as a 'sounding board' for the headteacher although they are clear that they do not 'micro manage'. They ensure that the school is very well resourced and that its facilities are of exceptionally good quality. Current major building work will further upgrade the school's infrastructure by providing a new administration block and hall.

5. THE EFFECTIVENESS OF THE BOARDING PROVISION

All the British Schools Overseas Minimum Standards for Boarding are met in full and the overall effectiveness of the boarding provision is outstanding. Boarding is an area of excellence. Boarders are very happy and thrive at the school and the very good quality of the boarding provision makes a significant contribution to the outstanding personal, social, moral and cultural development of the pupils and plays a key role in ensuring that they achieve well.

Pupils and parents value the range of full, weekly and flexi-boarding arrangements that are available. The school's house system is based on the boarding houses and day pupils are very well served with access to boarding facilities for day use in the house to which they belong. The school has a comprehensive boarding handbook which provides all the necessary information to guide pupils, staff and parents. The handbook is clear about the ethos of boarding and the role it plays in school life. Taster overnight stays in the summer term and a weekend induction session early in September, covering all the key boarding arrangements ensure that boarders are well prepared for the boarding experience.

Each boarding house has staff on duty within the house and available overnight. Boarders have access to support and counselling and say that they always have someone to turn to if they are worried or upset. They know about the availability of outside contacts, including helplines. The school has suitable policies and procedures to promote the health and well-being of boarders, including a comprehensive mental health policy. A well-established system of on-site medical care is available with three qualified nurses on duty and sick bays in each boarding house. The school has a suitable first aid policy and several boarding staff are trained first aiders. All staff are trained in basic first aid. Arrangements for the administration of medication are in place and boarders can readily access routine medical treatment such as dental check-ups. The school has clear rules about the use of mobile phones, but boarders can contact their parents and families in private where necessary. Suitable fire precautions and arrangements are in place for the whole school, including fire drills carried out at night time to test boarding house fire evacuation arrangements. The school's child protection and safeguarding arrangements are well established and boarding staff are very aware of the safeguarding aspects of their role and receive appropriate training which is regularly updated, with constant follow up meetings of nurses, housemasters and the Pastoral Council.

Boarding is very well managed by the Second Master and the heads of the boarding houses. Boarding staff are provided with suitable accommodation within their allocated boarding houses. The organisation of boarding is focused on providing for the safety, personal development and progress of pupils in the school, and seamlessly integrates with the outstanding academic and extra-curricular provision. Staff are experienced and well qualified and have an excellent understanding of their roles and responsibilities. Boarding staff are subject to the school's policy and procedures on recruitment and checks.

Boarding accommodation, separated into boys' and girls' houses, is very good and, in the senior boarding houses, of exceptional quality. Pleasant shared rooms are provided for younger pupils with single study bedrooms for older boarders. Rooms are well lit and decorated and boarders personalise their space with their own belongings including soft toys, posters and photographs. Rooms are of suitable size and the provision of social areas, kitchens, laundry and bathrooms is good. The social spaces in each house are pleasant and well-furnished environments where boarders can gather in their free time and there are dedicated work rooms for prep. Senior boarding houses share an innovative open

outdoor structure, the Rotunda, which is greatly enjoyed by pupils and provides a safe, supervised meeting area. Boarders say that their possessions are safe in school and that if anything goes missing boarding house staff will help them to find it.

Boarders say that they value the allocated time each night for prep which allows them to establish a disciplined work routine which they might find more difficult at home. The school's security system is designed to ensure that only authorised staff and pupils can access the boarding houses.

Boarders' view of school meals is that they are of good quality and quantity, and inspectors noted that pupils have access to a good range of fresh vegetables and fruit and appetising main courses. The dining room is well organised and provides a civilised and relaxed environment for meals. In addition to main meals the kitchens provide freshly prepared snacks for boarders each evening. Boarders have access to kitchens in their houses and can make toast and hot and cold drinks for themselves.

Boarding equips pupils with excellent opportunities to achieve their full potential because it allows them to be fully involved in the very wide range of activities the school provides both during and after the school day. They say that they enjoy being involved and busy, and say that access to the excellent range of activities is part of the attraction of boarding. They also feel that they can make choices about activities and can relax and have 'down time' when they feel they need it. They are confident and independent, and they say that they feel safe and secure in their boarding houses and greatly value the family atmosphere. They make strong friendships and support each other well. There are excellent relationships between boarders and staff. There are heads of house and house prefects. The boarders value the scope these roles provide for taking responsibility and contributing to the boarding community. They feel that their views are sought and listened to and they can influence the boarding experience. They are aware that they can make a complaint and that the school will act, where possible, on their concerns.

SCHOOL DETAILS

Name of school:	Peponi School		
School associations:	Headmasters' and Mistresses' Conference (HMC) (United Kingdom) Society of Heads Boarding Schools Association (BSA) Kenya Association of Independent International School (KAIIS) (Kenya)		
Status of BSO application:	First Application		
Local ages of compulsory schooling	From: 6 years	To: 14 years	
Age range of pupils:	From: 13 years	To: 18 years	
Number on roll (full-time pupils aged over 5): (part-time pupils aged over 5):	Boys: 162 Boys: 0	Girls: 160 Girls: 0	Total: 322 Total: 0
Number of boarders:	Boys: 106	Girls: 105	Total: 211
Number of pupils (if any) registered locally as needing educational or medical support:	Boys: 0	Girls: 0	Total: 0
Address of school:	Peponi School P.O. Box 236 Ruiru 00232 Kenya		
Telephone number:	+(254) 020 354 6456 +(254) 0722 287 248		
Email address:	office@peponischool.org		
Website address:	www.peponschool.org		
Number of sites occupied by the school:	One		
Name of Headteacher:	Adrian Mark Durston		
Name of Proprietor:	School Operators Ltd		
Name of Chair of Governors:	Mrs. Kristina Pratt		
Date and type of last BSO inspection:	First inspection		

This report has been prepared by the School Inspection Service, which is approved by the Department for Education in England to provide independent professional inspection of British schools in England and overseas. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.