



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

Peponi House School

March 2024

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School's Details

School	Peponi House Preparatory School			
Address	Peponi House Preparatory School PO Box 23203 Lower Kabete Nairobi 00604			
Telephone number	+(254) 020 258 5710			
Email address	secretary@peponihouse.sc.ke			
Headteacher	Mrs Tracy Handford			
Chair of governors	Mrs Kristina Pratt			
Proprietor	School Operators Limited			
Age range	5 to 13			
Number of pupils on roll	462			
	Juniors	230	Seniors	232
Inspection dates	12 to 15 March 2024			

1. Background Information

About the school

- 1.1 Peponi House is an independent, co-educational day school for pupils from age 5 to 13. Founded in 1986, the school is located in its own grounds in the suburb of Lower Kabete, Nairobi. The school is organised into three sections; pre-prep, middle and senior. The school is owned by School Operators Ltd. The company directors form the governing body of the school. The current head was appointed in September 2023.

What the school seeks to do

- 1.2 The school emphasises aspiration and ambition and aims to facilitate these through a broad, balanced and inspiring curriculum. It strives to encourage pupils to discover and develop the potential within themselves, and to be prepared for success in a changing world. The school encourages hard work, friendships, co-operation and respect, and seeks to underpin a mutually supportive community with appropriate pastoral care. Leaders believe that the journey is as important as the destination so ultimately aims for pupils to be happy through a sense of contentment, belonging and security.

About the pupils

- 1.3 Most pupils and their families live close to the school in Nairobi. The school's wide diversity of cultures is represented in 48 different nationalities. Most pupils enter the school at Year 1, many transitioning from Peponi Kindergarten. There is some limited entry to all other year groups. Pupils' ability profile upon entering the school, based on UK standardised tests, is average. The school has identified 61 pupils who have special educational needs and/or disabilities (SEND), 53 of whom receive additional support. English is an additional language (EAL) for 61 pupils, of whom six 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 February 2018.

Key findings

- 2.1 The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. The requirements of the host country take precedence and no action points are, therefore, specified.**

Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education in paragraphs 2(1), 2(2)(a–c) and (d)(i), 2(2)(e–i), 2A, 3(a–i) and 4 are met, but that those relating to paragraph 2(2)(d)(ii) (encouraging respect for other people) and 3(j) (not discriminating against pupils because of their protected characteristics) cannot be met because they are precluded by the country's legislation.**
- 2.3 The curriculum in all sections of the school is well planned, fully documented, and is supported by appropriate schemes of work. It covers the required breadth of material which provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, with the exception of encouraging respect for certain protected characteristics, which are precluded by Kenyan law.
- 2.4 This enables pupils to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. In addition, all pupils learn Kiswahili as part of the curriculum to enhance pupils' understanding in the context of an English-speaking school in Kenya. The curriculum takes into account the ages, aptitudes and needs of all pupils and provides personal, social, health and economic education, relevant careers guidance for the older pupils, and appropriate programmes of activities for all pupils. As a result, the curriculum provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British and Kenyan society. In the questionnaire, almost all parents agreed that the range of subjects is suitable for their children.
- 2.5 Most teaching is well planned, utilises effective methods and a range of resources, demonstrates a good understanding of pupils and their needs, and enables pupils to make good progress. Teachers deploy effective behaviour management strategies to enable pupils to learn new knowledge and skills and to deepen their understanding. Most teaching fosters self-motivation, application and interest. In the questionnaire, most parents agreed that the teaching enables their children to make good progress and develop skills for the future; and most pupils agreed that their teachers' feedback helps them to improve.
- 2.6 The school has designed its own framework for assessment which confirms that teaching enables pupils to make good progress. It references the school's aims and uses British national norms and standardised assessment information to plan teaching that meets the needs of pupils.
- 2.7 Pupils receive relationships education in the pre-prep and prep school and relationships and sex education in the senior prep school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance for schools in the UK.
- 2.8 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

- 2.9 The standard 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) cannot be met because it is precluded by the country's legislation.**

- 2.10 The school promotes principles and values which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. These enable pupils to develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their own behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions in both England and Kenya. The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs, which encourages understanding and harmony between different cultural traditions.
- 2.11 In order to comply with Kenyan law, the school cannot encourage respect for all of the protected characteristics set out in the UK Equality 2010 Act. Those aspects relating to age, disability, pregnancy and maternity, race, religion or belief and sex are met, but those relating to gender reassignment and marriage or civil partnership cannot be met. The school promotes a balanced presentation of political issues and preclusion of partisan political views.
- 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 Suitable arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to UK statutory guidance as well as the requirements of Kenyan law. Mechanisms are in place to ensure that pupils of all ages are listened to and provided with support where required. Safeguarding is managed effectively, staff are suitably trained, and systems are in place to enable all adults to report concerns to the designated safeguarding leads. Appropriate communication between the school and external advisory bodies promotes the wellbeing of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe online.
- 2.15 Good behaviour is promoted, and pupils understand the systems of rewards and sanctions which are effective. Bullying is prevented in so far as reasonably practicable. Almost all parents and staff feel that leaders are responsive to concerns about children and promote good standards of behaviour.
- 2.16 The school complies with the relevant health and safety requirements, including those relating to fire safety. Risk is assessed and appropriately managed through a range of risk assessments for on-site areas, lessons and events as well as off-site trips. Suitable provision is made for first aid, and pupils are properly supervised. Admission and attendance registers are maintained as required. Documentation in these areas is thorough and demonstrates effective oversight of procedures.

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 suitability of persons appointed as members of staff is checked in line with both national requirements and guidance to schools in the UK. Appropriate checks are made on staff working as contractors, volunteers and others who have access to the site. A comprehensive and accurate record is maintained of the recruitment checks undertaken.

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 toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

Part 6 – Provision of information

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

2.22 A range of information, including the contact details for the school, the head, the chair of the board, a statement of the school's ethos, and the safeguarding policy are provided on the school's website. Policies and particulars of arrangements for the curriculum; admissions, behaviour and exclusions; preventing bullying; health and safety; first aid; handling complaints; and the provision for SEND and EAL are made available to parents of pupils and prospective pupils on the school's website together with details of the school's academic performance. The school provides parents with an annual written report of their own child's progress.

Part 7 – Manner in which complaints are handled

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

2.24 The school's complaints procedure is available on the school website. It provides for any concerns or complaints to be 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 timescales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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 The leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards are met consistently. In both the school's day-to-day leadership and in the oversight of, and decisions made by, the governing board, the wellbeing of pupils is actively promoted.

2.27 A large majority of parents and staff feel the school is well led and managed, and that leaders are responsive to concerns that are raised.

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.

3. Inspection of Educational Quality

Preface

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

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

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

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

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

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

Key findings

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

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

Recommendations

3.3 In the context of the excellent findings, the school may wish to consider the following improvements:

- Ensure the quality of lesson planning and teaching is consistently high so pupils make the best progress and fully reflects the aims of leaders to enable pupils to develop as independent learners.
- Enable pupils to apply and develop their information and communication technology (ICT) skills further through a co-ordinated approach across all subjects.

The quality of the pupils' learning and achievement

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

3.5 Pupils make consistently strong progress in their knowledge and skills as they journey through the school. Their academic achievement is generally in line with or above predications based upon their assessed ability throughout the pre-prep and middle sections of the school. Senior pupils' level of achievement in their final examinations demonstrates excellent progress overall from their starting points. Around a third of pupils achieve the highest grades at entrance examinations to their senior schools, and pupils successfully achieve or exceed their predicted grades.

3.6 Those pupils who have SEND generally make equally strong progress. Teachers take their needs into account in their planning. Specialist teaching is used to support timetabled lessons. Pupils in Year 4 demonstrated excellent study skills in a learning support lesson, using a variety of resources from flash cards, displays and whiteboards. Pupils who have SEND have positive attitudes to learning and apply

themselves to their work with dedication. Those pupils with EAL make particularly strong progress in their use of English because their needs are identified, and individual support is carefully planned. Teachers understand their needs, and provide tailored resources to support their learning, such as highlighting subject-specific vocabulary. A large majority of pupils and their parents feel that their educational needs are met.

- 3.7 Pupils demonstrate high levels of subject knowledge and skills across the curriculum. They deepen their understanding in subjects as a result of well-designed tasks set by teachers, whose subject knowledge and classroom craft ensure pupils learn to think for themselves. For example, in mathematics, pupils in Year 1 used advanced vocabulary and clearly articulated strategies for grouping 10s. Similarly, pupils in Year 2 used imaginative similes in English to vividly describe aspects of a wolf, creating examples such as: 'as sharp as a shark's tooth'. Pupils in Year 6 demonstrated excellent knowledge of the properties of gases, liquids and solids as they develop their scientific understanding of states of matter. Pupils in Year 7 were able to use technical language in art to demonstrate their excellent understanding of techniques.
- 3.8 In a small number of lessons, older pupils' progress in some subjects is hindered as a result of a lack of suitable planning, weak explanation or because misconceptions are not addressed swiftly enough.
- 3.9 Pupils are strong communicators. Their public speaking skills are developed through a number of forums in debating, drama and public performances which lead to confident, clear and engaging interactions with their audiences. Pupils act in improvised scenes devised in the classroom, as well as on the stage in productions. Older pupils relish opportunities to present their ideas in assemblies.
- 3.10 Pupils' listening skills are encouraged and developed through a number of approaches both in and beyond the curriculum. Pupils listen intently to their teachers and to each other. For example, in modern foreign language lessons, pupils successfully follow their teacher speaking in the target language. Wellbeing ambassadors understand the need to be active listeners when supporting younger pupils. In debating, pupils develop the ability to listen attentively for possible weaknesses in opponents' arguments. For example, pupils in Year 8 demonstrated this essential skill in a motion to ban junk food.
- 3.11 Pupils love to read, and their regular visits to the school's well-stocked and comfortable library help to support this life skill. In Years 1 and 2, a collaborative learning environment enhances pupils' writing skills through independent tasks and peer writing and editing sessions. As a result of the well-planned curriculum, pupils enjoy charting their progress as writers throughout their time at the school in their 'writing journeys', which they proudly take with them to their next schools.
- 3.12 Pupils' numeracy skills develop effectively from a young age. A positive and engaging approach to mathematics in the curriculum builds as pupils progress through the school. Pupils apply their mathematical proficiency effectively across a range of subjects. For example, pupils in Year 1 confidently reconstructed a historical timeline, recounting events surrounding the sinking of the Titanic. Pupils solve challenging number-based problems. Pupils in Year 5 use long division effectively, and pupils in Year 8 interchange fractions and percentages with confidence.
- 3.13 Pupils develop good ICT skills and are able to select and apply the most appropriate applications to suit the task in hand. For example, conscious of the potential overuse of presentation software, pupils often choose alternative and innovative formats such as podcasts, videos, mood boards, QR codes and even a virtual world environment to support their work ranging from energy studies in Year 5 to reflections about pacifism in Year 7. Pupils are able to compile increasingly complex code to create basic programmes as a result of a well-planned computing curriculum. However, opportunities to apply and develop these skills further across subjects are not co-ordinated, and progress is not as consistently strong where this is the case.
- 3.14 Pupils develop an inquisitive approach to learning and recognise that they are presented with choices regarding how they solve problems. Leader's strategic plan to develop pupil led independent learning is bearing fruit in some areas. It is clearly part of leaders' planning and monitoring of the quality of

teaching and learning outcomes. Pupils enjoy the challenges presented in theology, philosophy and religion (TPR) when they consider the devil's advocate approach or the concept of Yin and Yang. Pupils analyse concepts of morality in TPR, they synthesise information in history when comparing source materials, or when preparing for a debate in English. They regularly hypothesise the potential result of scientific experiments. Teachers might highlight mistakes, rather than correct them, thus encouraging pupils to think through the best way to self-correct their work. Pupils in Year 7 demonstrated excellent study skills in their extended project work, drawing on a wide range of sources to develop their understanding of topics as diverse as adrenaline, microplastics or why people believe in mythical creatures.

- 3.15 In line with leaders' aims, pupils are enriched by their achievements in a very broad range of activities beyond the classroom. The extensive programme of sport, which involves pupils in up to 10 teams per age group, leads to a rich schedule of fixtures across a number of sports, including hockey, rugby, cricket, football, netball, athletics and cross country. Individual pupils achieve a range of successes at an elite level, including membership of district teams and representing their country in a range of sports including golf and chess.
- 3.16 Music is central to school life. Pupils perform in a carefully developed range of choirs, orchestras and other instrumental ensembles which cater for instrumentalists of all ages and abilities, including a jazz ensemble. Every pupil performs at least twice a year in annual morning and teatime curriculum concerts as well as in more major performances throughout the year. Individuals are successful in UK-assessed music examinations. Individual pupil successes have been celebrated in recent years as finalists and winners in the East African Young Musician of the Year competition.
- 3.17 Pupils of all ages are able to develop their dramatic and public speaking skills through their participation in annual productions, English entertainment evenings and other opportunities for public speaking. Pupils' academic accomplishments are expanded further through their participation and success in a wide range of district competitions, for example, in local and national mathematics competitions, a competition for young engineers, a district robotics festival and as regular winners of the Kenya Young Programmers' Competition. Pupils' gain places to a range of senior schools in Kenya and in the UK, up to a third of whom win academic, sport, art, music, drama and all-rounder awards.
- 3.18 Pupils' attitudes to learning are notably well developed, mature and ambitious. Pupils routinely work well collaboratively as a matter of course in subjects throughout the curriculum. They take responsibility for the progress they make and use their initiative to ensure future successes. For example, pupils speak of the need to ensure their independent work is the best they can achieve and take on the responsibility as team leaders when dealing with a new topic. In English, pupils in Year 4 demonstrated an awareness that mistakes help them to learn, using the class motto: 'mistakes are expected, inspected, corrected.' Pupils show initiative and independence, for example in their independent extended projects undertaken in Year 7.

The quality of the pupils' personal development

- 3.19 The quality of the pupils' personal development is excellent.
- 3.20 Pupils develop excellent self-confidence because they are encouraged by their teachers and high levels of self-esteem because they are encouraged by their peers. These qualities are underpinned by a self-reflective sense of humility, which is modelled by staff and leaders. In an environment which celebrates 48 nationalities, pupils reflect a homogenous harmony alongside the recognition of individuals' strengths and qualities. Pupils in the pre-prep demonstrate high self-esteem and confidence while expressing themselves through a variety of ways, for example in their chosen 'Golden Time' engagements. These included collaboratively chosen activities such as throwing and catching games, building with plastic bricks, making cards for International Women's Day, and teaching a peer how to make a paper aeroplane for the very first time.

- 3.21 Older pupils talk with confidence about their next steps beyond Peponi House and understand the targets they must reach to achieve their aspirations. They have a clear understanding of the progression of their learning and can apply a reflective approach to feedback which enables them to make improvements to their work, often without the need for further adult direction. Pupils understand how to improve through the effort grades they receive, interacting with teachers, and knowing that if they need any extra support to understand or to be stretched, teachers are always available to motivate and guide them. Pupils develop excellent self-knowledge and self-confidence through opportunities to be pupil leaders, whether as sports team captains, school and eco council members, or as prefects. They appreciate the valuable life skills these responsibilities inculcate in them, but also feel empowered that they can bring ideas to leaders which will be acted upon, for example a house-point tuck shop which is being restarted.
- 3.22 Pupils are cognisant of the choices they have in their lives and how the decisions they make about their learning can have a major impact on their outcomes. Pupils in Year 3 demonstrated an excellent awareness of the decisions they needed to work with a team on a collaborative document. Senior pupils decide on the manner of presentation for topics, for example, on Alcatraz, and they choose the culture from which they will draw inspiration to design and create masks in art.
- 3.23 Pupils' awareness and appreciation of the natural world they inhabit is never far from the surface. Their understanding about the flora and fauna of Kenya and their immediate environment leads to reflective appreciation of non-material aspects of life. Pupils enjoy contemplating 'big questions' as they encourage them to think deeply about themselves and their place in the world. Pupils are highly responsive to the views and values of those who practise different religions and whose cultural philosophy is different from their own. They feel comfortable discussing their own and others' religions and are willing to be influenced by the views of others within their community. Pupils study six world religions and visit local places of worship to expand their understanding.
- 3.24 Pupils develop a strong sense of justice and become increasingly intolerant of power imbalances within relationships and unfair practices in society. Leaders' clear policies on behaviour and anti-bullying create a framework for pupils to identify when things go wrong or appear to be unfair. Pupils' acute sense of fairness leads to confident calling out of unacceptable behaviour. In response to the questionnaire, a small minority of pupils felt their concerns are not always dealt with appropriately. Scrutiny of behaviour records, discussions with leaders and observation of pupil interactions do not support this perception and in discussion with pupils, they felt staff are fair in their handling of rewards and sanctions. The school uses 'Thumbs Up Thursday' where pupils in Years 2 to 6 can nominate a peer who has acted morally and present them to a teacher for recognition. Senior pupils display particularly mature behaviour and are excellent role models for the younger pupils to emulate. They are conscious of their responsibility in this regard but also appreciate the reciprocal benefits to them as it promotes their personal development.
- 3.25 Pupils consistently demonstrate outstanding social skills when working collaboratively with others. Pupils are socially aware; they sit at lunch on mixed-age tables and enjoy conversing with each other. This extends to play time when pupils mix freely. Pupil wellbeing ambassadors play with younger pupils and are available to help resolve conflicts. Collaboration is central to many lessons. Pupils enjoy working together in pairs and groups, and their ability to do so effectively is excellent. They are purposeful and focused because they know the high expectations of their teachers. Pupils collaborate successfully in the school's councils, and all pupils, from Year 3 on, participate in an annual charity fete when they work in groups to plan, budget for and operate a stall. A hallmark of the school is the positive relationships which are formed between pupils across the age range. This is a result of a number of leaders' initiatives, for example, family dining, positions of responsibility, role modelling and wellbeing ambassadors.
- 3.26 Pupils' contribution to others, the school and the wider community is excellent. Pupils relish opportunities to demonstrate their leadership skills through roles in school councils, house events and at family dining sessions. Wellbeing ambassadors demonstrate mature qualities such as being positive

role models, developing sensitive listening skills and ensuring the right balance of confidentiality and trust is developed between pupils, teachers and the school counsellor. Pupil leaders are passionate about their year groups' local charities and ensure creative and lucrative stalls at the annual fete, supported by an enthusiastic and hard-working parent teachers' association, raise funds for their chosen causes. Pupils engage in visits to local schools and a child remand centre and are proud of the trees they have personally planted along public highways and in nature parks. Through these endeavours, pupils develop a deep awareness of the wider socio-economic society in which they live and understand the important contribution they can make. Pupils are proud of their house membership and a range of initiatives encourage pupils to serve their community and to engage in healthy competition. In response to the questionnaire, an overwhelmingly large majority of parents agreed that the school promotes an environment which successfully supports their children's personal development.

- 3.27 Pupils embrace and value the diversity of their school and cite the 48 nationalities represented as a reflection of the school's aim to create a happy and productive multi-racial community. The personal, social, health and economics (PSHE) programme, house competitions, weekly cultural culinary treat, celebration weeks and international days, all serve to celebrate the cultural diversity of the school and are warmly welcomed by pupils. They develop a broad understanding of others through finding out about their peers' countries, cultures, backgrounds and interests. In a mathematics lesson in Year 3, pupils demonstrated excellent respect for the local Swahili culture, recognising the difference between Western and Swahili reading of time. Pupils feel safe in the knowledge that any racist behaviour will not be tolerated by any member of the community. Pupils in Year 5 demonstrated mature cultural understanding of the sometimes-complex relationship between native Kenyans and colonial British. For example, they discussed the building of the Kenya-Uganda railway and expressed balanced views of the benefits and issues of the British role in East Africa.
- 3.28 Pupils feel safe within their school and learn how to keep safe in the virtual world. Pupils understand the importance of the nutritious food they receive at mealtimes as being part of a balanced lifestyle. They take advantage of the range of opportunities to do physical exercise throughout the week and in the local community. They recognise that sport is also a social activity, which is vital to contributing to good mental health. Pupils appreciate how assemblies deal with a wide range of issues concerning, for example, relationships, anti-bullying, racism, and staying safe online and that they draw upon the UN rights of the child. Pupils highly value, and make regular use of, the recently opened wellbeing hub which provides a safe harbour for those pupils who are feeling stress or are a little low. Almost all parents who responded to the questionnaire agreed that the school does all it can to ensure their children learn in a healthy and safe environment and the vast majority of pupils feel that the school is a safe place to be.

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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and concerts for parents. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mr Alex Osiatynski	Team inspector (Former head, IAPS school, UK)
Mr Jonathan Coward	Team inspector (School improvement partner, Spain and Italy)