



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Braeburn Mombasa International School

May 2022

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School's Details

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|---------------------------------|---|-----------------|----------------|----|
| School | Braeburn Mombasa International School | | | |
| Address | Braeburn Mombasa International School Bamburi Mombasa – Malindi Road PO Box 83009 80100 Mombasa Kenya | | | |
| Telephone number | +254 (0) 20 2026156 | | | |
| Email address | enquiries.bmis@braeburn.ac.ke | | | |
| Headteacher | Mr Ian Stamp | | | |
| Proprietor | Braeburn Schools Ltd | | | |
| Age range | 2 to 16 | | | |
| Number of pupils on roll | 176 | | | |
| | Early years | 38 | Primary | 91 |
| | Seniors | 47 | | |
| Inspection dates | Inspection: | 5 to 6 May 2022 | | |
| | Follow-up inspection: | 5 July 2022 | | |

1. Background Information

About the school

- 1.1 Braeburn Mombasa International School is a co-educational day school. The school was originally based at the Shanzu, Mombasa and was owned by a local company. In 2012, a newly built school then opened in the Bamburi, Mombasa area on a 22-acre site and became part of Braeburn Schools Ltd whose directors act as the governors of the school. The day-to-day management of the school is the responsibility of the headteacher and is overseen by the group's management committee. As a result of the COVID-19 pandemic, the school no longer caters for boarders or for sixth-form pupils.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by national government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school seeks to provide a British independent school education that combines excellence in teaching, a highly personal approach, and a rich learning environment with many opportunities for cultural and sporting activities. It aims for every pupil to be a successful learner, a confident individual and a responsible citizen. Its mission is to: value and celebrate diversity, nurturing personal growth by being inclusive and truly international; help pupils discover the fulfilment that comes through learning in a fun and caring environment; to offer British and international curricula to a multi-national pupil body who progress to gain places at universities worldwide.

About the pupils

- 1.4 Pupils come from both expatriate and local families with parents working in a range of businesses and professions. A wide range of cultures and faiths from around 23 nationalities and differing ethnic backgrounds is represented within the school. About 60 per cent of pupils are Kenyan. The school has identified 42 pupils as having special educational needs and/or disabilities (SEND), most of whom receive additional specialist help. Although the majority of pupils have English as their first language, most are bilingual in their home language as well. The school has identified six pupils with English as an additional language (EAL), although 22 pupils receive specific additional support for their English. The ability profile of pupils at the school, as determined by standardised tests, is broadly average for those pupils taking the same tests.

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 ONLY inspection and as such 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 June 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 [paragraphs 1, 2(a)–(d)(i) and (e)–(i), 3 and 4] are met, but the standard in paragraph 2(2)(d)(ii) cannot be met because of the requirements of the host country.**
- 2.3 The school's curriculum policy, plans and schemes of work take into account the ages, aptitudes and needs of the pupils and indicate that the curriculum is appropriately planned. All pupils have the opportunity to gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Experiences within the classroom are supplemented by a range of extra-curricular activities. The curriculum allows for pupils to acquire speaking, listening, literacy and numeracy skills and a good understanding of English.
- 2.4 Children in the Nursery and Reception classes follow a programme which is based on the UK's framework for the Early Years Foundation Stage (EYFS), learning through structured, carefully planned play. Much of the learning takes place outdoors, and there are timetabled lessons for physical education, swimming and music. In both primary and secondary sections, pupils follow a programme which is largely based on the English National Curriculum. In addition, from Year 2 onwards, pupils learn French and Kiswahili. In the secondary section, pupils sit examinations for the International GCSE (IGCSE) run by the Cambridge International Examination Centre.
- 2.5 The curriculum provides opportunities for pupils to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in Kenyan and British society. Personal, social, health and economic education (PSHE) encourages respect for the protected characteristics of age, disability, pregnancy and maternity, sex, race, religion or belief, but the promotion of certain aspects relating to gender reassignment, marriage and civil partnership and sexual orientation are precluded by local legislation. Up-to-date careers guidance and the opportunity for work experience are provided.
- 2.6 The teaching enables pupils to acquire new knowledge and make good progress. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. In the primary school, the teaching is generally well planned, uses effective teaching methods, makes effective use of resources and fosters pupils' interest. In the secondary school, some lessons do not engage pupils' attention as successfully. This is reflected in the responses to the pre-inspection questionnaire. The work in pupils' books indicates that pupils apply themselves well to their learning. The teaching for pupils with SEND is well organised and shows good understanding of their needs.
- 2.7 The school has a suitable framework to assess pupils' performance and progress and inform teaching. This is applied effectively in the primary school. In the secondary school, the inspection found that, in some subjects, pupils' work is not marked as consistently.

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)-(v) and (vii)] is met, but the standard in paragraph 5(b)(vi) cannot be met because of the requirements of the host country.**
- 2.9 Through its PSHE programme, the school promotes values which are fundamental to life in Britain and to other countries. The Braeburn Circles, which are on prominent display, focus on the development

of confident individuals, responsible citizens and learners who enjoy success and promote inclusivity and respect. The school is successful in developing pupils' self-knowledge, self-esteem and self-confidence. Through a varied programme of assembly themes, the school has built a community in which pupils distinguish right from wrong and accept responsibility for their own behaviour.

- 2.10 Peer mentors and prefects contribute positively to the life of the school and, through charity work and organisations such as the interact club, others contribute more widely to those in the locality and wider afield. Although there are isolated incidents of pupils not having a good relationship with one another, the international nature of the school promotes tolerance and harmony between different cultural traditions. As far as the law of the country permits, the school encourages pupils to have respect for other people regardless of their background or the protected characteristics as outlined above. Pupils understand the importance of laws and justice and have respect for democracy and the democratic process.

Part 3 – Welfare, health and safety of pupils

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

- 2.12 The school makes appropriate arrangements to safeguard and promote the welfare of pupils. Safeguarding matters are overseen by two designated safeguarding leads (DSL), one for the primary school and one for the secondary school, who are supported by three deputy DSLs. All five have been appropriately trained and have a thorough understanding of their roles and responsibilities. Additional support for the DSLs is provided by the Braeburn Schools Group's safeguarding trustee and safeguarding lead and via a group of professionals to whom the DSLs can turn for advice when needed. The group's safeguarding board provides oversight of the school's arrangements, and the DSLs' knowledge and understanding are strengthened through termly meetings of the DSLs from other Braeburn schools. The safeguarding policy has been revised to take account of the most up-to-date guidance for schools in the UK. The existence of two safeguarding policies could provide a potential source of confusion for staff and parents.
- 2.13 All staff receive regular training in safeguarding, and induction for new members of staff is thorough. Staff know what to do should they receive a concern about a pupil or an allegation about a member of staff. Posters throughout the school inform pupils to whom they should turn if they have a concern. Some pupils who responded to the questionnaire said they could not talk to a member of staff if they are worried or concerned, this was not the view conveyed to inspectors who interviewed many pupils in the primary school and almost two-thirds of pupils in the secondary school, all of whom said they had someone they would be happy to talk to. Pupils know how to keep themselves safe online, and the school has appropriate internet filters in place to prevent access to harmful websites. The DSLs keep suitable records of any safeguarding incidents, although the means of recording does not make it easy to analyse records for any particular trends.
- 2.14 At the time of the inspection, the single central register of appointments showed that not all of the required checks had been carried out for new members of staff before starting work, and references had not been obtained for all members of staff. Since then, the school has tightened its procedures and ensured that references have been obtained and all relevant checks have been undertaken on all new staff before they start work.
- 2.15 The behaviour policies for primary and secondary schools outline sensible measures to promote good behaviour and are generally implemented effectively. The school ensures that bullying is prevented in so far as reasonably practicable and maintains a record of any serious behavioural incidents, especially those which might be classified as bullying. Such incidents are investigated thoroughly. Whilst the records provide sufficient detail, the way in which they are recorded does not allow for easy analysis.
- 2.16 The school has appropriate procedures for ensuring pupils' health and safety. Logs and records of safety checks and regular maintenance are kept. A health and safety committee meets termly.

Hazardous materials are stored safely. The site is kept safe and secure. Vehicular access is kept separate from the main areas of pedestrian circulation. The school has recently undertaken a fire risk assessment, and signage, fire extinguishers and fire alarms are tested regularly and maintained appropriately. Staff have received fire-safety training. Pupils know what to do in case of fire or lockdown, but there has only been one fire drill during the current school year. A full-time school nurse oversees first-aid arrangements. She records details of any accidents, maintains a record of pupils who have sought first-aid help, and checks the contents of first-aid kits each term. Twenty members of staff have first-aid qualifications. Pupils are adequately supervised at break and lunchtimes and on off-site activities. The school has a suitable risk assessment policy. Risk assessments for premises, activities and off-site visits are thorough and take into account the risks posed by wildlife, such as snakes and monkeys. However, risk assessments are not always reviewed by the stipulated date. Pupils' attendance is checked each morning and afternoon, and any unexplained absences are followed up. The school maintains an admission register which contains contact details for the parents of all pupils.

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 At the time of the original inspection, the central register of appointment checks did not provide a comprehensive record of the checks undertaken on proprietors and those working in the school. There was no record of the date on which a person's right to work in Kenya was checked or of the date on which board members started. Qualifications had not always been checked for locally employed staff and documentation to provide evidence of the checks undertaken was not always available in staff files. Some checks had been carried out after staff had started working in the school. Following the inspection, the school reviewed its procedures and implemented a much more rigorous process for checking the suitability of staff, proprietors and volunteers. The school worked hard to address historical omissions and missing documentation before the second inspection visit. All of the required checks have been carried out on all staff appointed since the original inspection before they have started work. The central register of appointment checks now provides an accurate record of the checks undertaken. Staff files contain copies of the documents used for each of the checks. As a result, evidence has been provided to show that all those currently working in the school are suitable to work with children.

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, washing and changing facilities are provided for pupils of all ages. The inspection found that they are generally well maintained and clean. Appropriate accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are adequately maintained and are checked regularly so that, so far as is reasonably practicable, the health, safety and welfare of pupils, staff and visitors are ensured. The site is secure. Acoustic conditions and sound insulation are suitable for all but the most adverse weather conditions. There is adequate internal and external lighting. Drinking water is provided through fresh bottled water at different sites around the school and is clearly identifiable as such. Pupils have extensive outdoor space for physical education and 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 is provided or made available to parents and parents of prospective pupils. Contact details for the school, its headteacher and chairman of governors, as well as a statement of the school's ethos, are provided to parents. The safeguarding policy and the complaints policy and procedures are posted on the school's website. Parents are informed via the website that they can be given copies on request of the admissions policy; the provision for pupils with SEND or EAL; the curriculum policy; the behaviour and exclusions policy; the anti-bullying policy; the health and safety policy and the first aid policy. Parents may also request the number of complaints registered under the formal procedure and particulars of the school's academic performance during the preceding school year, including the results of any public examinations. Parents are provided with termly reports of their own children's progress and have opportunities to meet with staff each term.

Part 7 – Manner in which complaints are handled

2.23 The standard relating to the handling of complaints [paragraph 33] is 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). Prior to the inspection, the policy did not make clear the time scales for stages two and three of the process, but this was rectified in time for the inspection. At the third stage, the policy allows for a parent to be accompanied, and the panel can make findings and recommendations which are communicated to the complainant. The school keeps a confidential written record of the findings, which outlines whether they are resolved following a formal procedure, or proceed to a panel hearing, and the action taken by the school as a result of those complaints. In response to the pre-inspection questionnaire, a very large majority of parents said that they receive timely and helpful responses to their questions, concerns or complaints.

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 At the time of the original inspection, the governing body and the school's leaders did not have sufficient knowledge and understanding of the standards for British schools overseas to meet these standards consistently and to ensure that they actively promoted the well-being of pupils. Since that time, the proprietor has ensured that both the governing body and the school's leaders have improved their knowledge and understanding of the required standards, in particular with regard to the procedures for checking the suitability of staff and proprietors and for maintaining a comprehensive record of the checks undertaken. As a result, the governing body and the school's leaders now demonstrate sufficient knowledge and understanding of the standards for British schools overseas. They fulfil their responsibilities effectively so that these standards are met consistently and, as a result, they actively promote the well-being of pupils.

3. Inspection Evidence

- 3.1 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 form meetings. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

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Assistant reporting inspector