



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON ST ANDREW'S SCHOOL, TURI

INDEPENDENT SCHOOLS INSPECTORATE

St Andrew's School, Turi

The Preparatory School was not inspected at the same time as the Senior School and College.

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Head of St Andrew's Senior School	Mr Andrew Boule
Chair of Governors	Mrs Anne Alier
Age Range	13 to 18
Total Number of Pupils	315
Gender of Pupils	Mixed (155 boys; 160 girls)
Numbers by Age	13-16: 221 16-18 94
Number of Day Pupils	Total: 0
Number of Boarders	Total: 315 Full: 309 Weekly: 6
Inspection dates	16 February 2015 to 19 February 2015

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The school has not previously been inspected by ISI.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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:

- (i) **an exhaustive health and safety audit**
- (ii) **an in-depth examination of the structural condition of the school, its services or other physical features**

- (iii) an investigation of the financial viability of the school or its accounting procedures**
- (iv) an in-depth investigation of the school's compliance with employment or company law.**

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Andrew's School, Turi, Kenya is an international co-educational boarding school. It began as a Preparatory School in 1931. The Senior School was added in 1988, providing education through to the age of 16 and the College, which provides sixth form education, was added in 2010. The Senior School and the College (known together as St Andrew's Senior School) now together accept students between the ages of 13 and 18. The three sections of St Andrew's School occupy the same campus. The Senior School and College share the same facilities and there are also some shared facilities with the Preparatory School, particularly for sport. The school is a company limited by guarantee and is overseen by a board of governors.
- 1.2 This is the first inspection of the St Andrew's Senior School. In recent years, in addition to developing the College, the school has extended its facilities through the building of a new sports hall and squash courts. Its airstrip was opened in 2008 and a new administration block is due for completion in May 2015.
- 1.3 The school seeks to provide a well-rounded, British-curriculum education of the highest standard within an international, multicultural, Christian boarding setting. It aims to provide a happy, stimulating, well-rounded educational experience for children from a wide range of backgrounds, in beautiful, rural and safe surroundings. It encourages students to grow into well-educated, confident, self-disciplined and compassionate young adults who live and lead with integrity. Additionally, the College's goal is to prepare students with the skills, knowledge and dynamism needed to thrive in university life and beyond and ensure that every student learns to grasp opportunities and develops the resilience, resourcefulness, initiative and integrity required to succeed.
- 1.4 At the time of inspection there were 315 students on roll, all of whom are boarders, with approximately equal numbers of girls and boys. Of these, 94 students attend the College. The school is situated in a rural setting, high in the Rift Valley, between the towns of Nakuru and Kericho, north west of Nairobi, off the main road from Nairobi to Uganda. Its students come largely from Kenya and other East African countries, with a small number from around the world.
- 1.5 The ability profile of the school is above the UK average, around two-thirds of students having ability that is at least above average, with a further one-quarter having average ability. The school has identified 73 students for whom English is an additional language (EAL), 11 of whom receive extra support for their English, and 35 students as having special educational needs and/or disabilities (SEND). Altogether, 100 students receive specialist learning support from the school.
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Achievement and learning are good, benefiting from excellent curricular and extra-curricular provision. Students develop and deploy good levels of skill, though their skills in information and communication technology (ICT) and mathematics are under-used in their classwork across the curriculum. They excel in a wide range of extra-curricular activities. Students of all abilities make good progress because of the support they receive. They display positive attitudes and enjoy their work. Students choose from a broad range of subjects and benefit from an extensive choice of extra-curricular activities to develop their abilities and personal qualities. Teaching is good and enables students to acquire new knowledge and make good progress, although the range of the quality of teaching is broad. Lessons are well-planned and many encourage critical thinking. Teaching demonstrates a clear awareness of students' progress and needs, but planning priorities and policies are not implemented consistently and ICT is little used in class.
- 2.2 The students' personal development is excellent. They demonstrate excellent leadership skills and particularly positive attitudes towards tolerance, democracy and freedom of expression. They have excellent self-confidence and self-knowledge. Their spiritual awareness, rooted in the school's Christian ethos, is excellent. Their moral and social awareness are also excellent and they have a strong understanding of, and engagement with, their own and other cultures. Welfare, health and safety and pastoral care are good. Students enjoy a safe environment with strong pastoral care, well supported by rigorous safeguarding procedures. They are supportive of each other and have strong relationships with staff. The good quality of boarding provision, founded on the care of house staff, enables the strong development of personal qualities, such as self-reliance, integrity and tolerance. Boarding prepares students well for university life. Students enjoy an excellent range of recreational activities. Boarding houses are well managed, but accommodation in the Senior School is not homely or comfortably furnished and lacks well-maintained recreational facilities.
- 2.3 Good governance provides strong guidance. It supports management in meeting the school's aims. Governors bring a varied range of experience and provide particularly strong oversight of financial and strategic matters. A rigorous system for monitoring and evaluating other aspects of the school, including safeguarding, is not yet fully developed. Good leadership and management focus well on the specific needs of the school and have introduced many initiatives to promote development. However, these and the implementation of plans, policy and decisions are not yet successfully and consistently monitored. Similarly, data analysis is not yet used consistently to measure and monitor students' progress. Excellent links with parents, carers and guardians strongly support the school's ethos and the students' development. Parents are extremely complimentary about the work of the school.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

(The range of the Standards for British Schools Overseas is given in the Preface)

2.4 The school meets all the requirements of the Standards for British Schools Overseas.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Implement rigorous systems of monitoring the implementation of plans, policies and procedures to ensure greater consistency in the quality of teaching, learning and pastoral care.
2. Ensure that the governing body develops a more formal review process in respect of the school's safeguarding procedures.
3. Make more extensive use of data analysis to set targets and to measure and monitor students' progress towards them.
4. Share the excellence already evident to raise the standard of all teaching to that of the school's best and to ensure a greater focus on creativity and independent thought within subjects.
5. Further develop the use of ICT across the curriculum in both teaching and learning.
6. Develop the quality of boarding accommodation to ensure a more homely, comfortable and well-equipped environment.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The students' achievements and their learning are good and in keeping with the school's aims to encourage students to grow into well-educated, confident, self-disciplined and compassionate young adults and to prepare students with the skills, knowledge and dynamism needed to thrive in university life and beyond.
- 3.2 Students attain good levels of skill in speaking, listening, reading and writing. They use these effectively to make good progress in their subjects. They use ICT well in their homework and project work, but it is under-used to support learning in class work. Similarly, students use mathematical skills to great effect to represent data out of class, but less extensively during lessons across the curriculum. In the College, through extended individual work, students develop good independent thinking skills and work creatively, but students' development of these skills in the Senior School is more limited.
- 3.3 Students excel in a wide range of extra-curricular activities. A high proportion take part in sporting activities, resulting in high achievement in matches and tournaments in many sports. The boys' under-19 football team reached the semi-finals in the regional inter-scholastic league. Several students have represented their countries in sport, including golf, swimming and rugby. School debating teams have a well-founded, excellent reputation and have won the coveted inter-schools 'Rhino Cup'. Students achieve high standards of musical performance in choirs and ensembles. They have gained merits and distinctions in graded examinations in both music and in speech and drama.
- 3.4 The following analyses use the English national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. The school did not enter pupils for GCSE in these years. Results in IGCSE were above the English national average for maintained schools and higher than worldwide norms overall. Performance in chemistry shows a significant improvement from 2011 to 2013. In IGCSE and GCSE in 2014, over half of the students gained A* or A grades and most obtained a pass grade from A* to C.
- 3.5 The A-level results are similar to the English average for maintained schools. The results in 2014 showed about one-third of students obtaining A* or A grades and most students gaining a pass grade from A* to C. The majority of students go on to further education, gaining places at prestigious universities in Kenya, the UK, the USA and worldwide.
- 3.6 Students make good progress. This is based upon their performance in examinations, lesson observations, scrutiny of work and discussions with students and staff. The level of attainment at IGCSE, as judged, indicates that students make good progress in relation to students of similar ability. The level of attainment at A level suggests that students in the College make progress that is below the average for students of similar abilities in England. However, new students join the school in Year 12, a high proportion of whom come from other international schools and have less familiarity with a British style of education and range of subjects. In the sciences, in particular, these students make rapid progress, due to the excellent support in developing both their skills and technical language. Through close monitoring, accurate diagnostic testing and the support in each faculty of an 'inclusion champion', students with SEND make excellent progress. Able students

who perform at high levels make rapid progress as a result of demanding targets in some subjects and extra challenge provided through the extra-curricular programme. Students who receive support for EAL make sustained progress in using English and are able to participate fully in the curriculum.

- 3.7 Students display very positive attitudes to their work. They enjoy their lessons and engage willingly in the challenges set. They are prompt to offer opinions and are very supportive of each other. Often, their views are indicative of informed and insightful thinking and they eagerly engage in heated discussion on academic topics as they move between lessons. They work well independently, are very supportive of each other and are co-operative group members. When teaching engages them wholly in a topic, they demonstrate high levels of creativity and lateral thinking. Students express great enjoyment in their work, both in and out of class.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.8 The contribution of curricular and extra-curricular provision is excellent. The curriculum is wide-ranging in its coverage of areas of learning. An excellent range of subjects is provided in Year 9 followed by an extensive choice of subjects in Years 10 to 13. Students in Year 9 take two modern foreign languages from a choice of three and all students in Years 10 and 11 study separate sciences. In the College, if a subject is requested by only a small number of students, the school seeks to maintain breadth of choice by permitting very small classes or arranging evening lessons.
- 3.9 The school has excellent facilities for creative and expressive subjects. A new high-quality sports hall, squash courts and several outdoor sports pitches and tennis courts are extensively used for curricular and extra-curricular sports. The ICT and library facilities are currently limited. However, a new administration building is due to open in May 2015, enabling ICT and library provision to expand into the current accommodation for administration.
- 3.10 Students in Years 10 and 12 undertake work experience in Kenya and beyond. Students are visited by school supervisors and complete a reflection booklet. They spoke positively about these experiences and how, together with useful careers advice, they helped them to make informed career decisions.
- 3.11 The curriculum is successful in meeting the needs of all pupils. Highly effective procedures have been introduced recently to identify students with SEND and also the more able. Faculty 'inclusion champions' ensure the setting of suitable targets and meticulous records of student data are kept. A comprehensive inclusion guide effectively supports these new initiatives, although at the time of inspection it was too early to make a judgement on their impact. A recently-introduced programme for students with EAL identifies and supports them through participation in various special groups and clubs. Students are also supported in English language through extraction from lessons in rotation for individual tuition. A gifted and talented club enhances the curriculum for the more able. Students value the contribution to their personal development made by 'Moving On Up', an annual supplement to the personal and social education programme. It includes a focus on topics such as social media, substance abuse and internet safety.
- 3.12 A majority of students, in response to the questionnaire, considered that there was not enough to do in the evenings. However, a very large majority was extremely positive about the range of activities available. Inspectors found that an extensive

array of extra-curricular activities is available before school, in the evenings and at weekends, including sports, music and the arts, leadership awards and faith-based clubs. Students make extensive use of activities to develop their personal qualities and leadership skills, in line with the school's aims. They are highly active in their membership of 'Round Square' and the 'President's Award Scheme'. They can hone their debating skills in the national Rhino Cup and participation in the East Africa Model United Nations. They can work for a sports leadership award; inspectors observed fast-paced, student-directed training of an exceptional quality in rugby and basketball. A high proportion of students participate in instrumental music lessons, choirs, orchestra and bands.

- 3.13 'Youth Alpha', a well-attended, student-led Christian faith activity enables students to develop their faith and demonstrate exceptionally confident and passionate leadership. Leadership is further developed through the school's own 'Turi Leadership Award' (TLA), which includes excellent preparation for university life.
- 3.14 Well-established community links are highly effective. Through strong connections with local schools and street children's centres, all students are involved in regular visits to undertake community support. These activities make a significant and highly effective contribution to the school achieving its aim to offer a well-rounded education to develop compassionate individuals who lead and learn with integrity.

3.(c) The contribution of teaching

- 3.15 The quality of teaching is good. It enables students to acquire new knowledge effectively and make progress in keeping with the school's aims to encourage them to grow into well-educated, confident, self-disciplined and compassionate young adults. Teaching strongly supports the College's aim to prepare students with the skills, knowledge and dynamism needed to thrive in university life and beyond and ensure that every student learns to grasp opportunities and develops the resilience, resourcefulness, initiative and integrity required to succeed.
- 3.16 Well-planned lessons ensure that students' time is managed well. In the majority of lessons, teaching places the student at the centre of its focus; students are effectively engaged and enjoy their learning. Inspectors observed some inspirational teaching. In the small minority of cases, where teaching is less effective, it is over-reliant on the teacher's communication of information, without enabling students to be creative or engage in investigative work. Students thus become disengaged from the focus of the class and do not progress as well as they might. Most teaching demonstrates a good knowledge of subject matter.
- 3.17 Teaching uses effective methods, such as insightful questioning, to monitor learning in lessons continually and engage students successfully in self-reliance and critical thinking. Teaching makes effective use of tests and extremely useful summative evaluations. For a large majority of students, workbooks and homework are not marked regularly and the school's marking scheme is not applied consistently. However, inspectors observed students receiving oral feedback and time being provided to discuss their work out of class. Teaching draws effectively on predictive testing to set challenging performance targets and monitor progress. It demonstrates a clear awareness of students' progress and needs. Tutors are also closely involved in such monitoring. The data is not yet monitored centrally and records are maintained only for students who fall two grades below their target. Accurate diagnostic testing is used very effectively to identify students with additional needs. Such students and those who fall two grades below their target grades are very effectively monitored. Individual, focused programmes support

these students' needs, both in class and with additional tutoring after school. Each faculty's 'inclusion champion' monitors the planning carefully to meet the range of individual needs in class.

- 3.18 Lesson planning demonstrates sensitivity to the students' differing needs but is implemented inconsistently in the classroom. Teaching demonstrates good personal knowledge of the students and their needs and is mostly effective in using this to identify students who perform at high levels and provide them with challenging targets. Monitoring records show that such students make rapid progress as a consequence. More able students find the school's 'gifted and talented club' enjoyable and feel that it extends their learning effectively. In some cases teaching demonstrated contentment that students were on course for their target grade and did not encourage them to aim to exceed it.
- 3.19 Classrooms are resourced adequately and, overall, teaching makes good use of the resources available. However, it does not generally draw sufficiently on the student body's diversity of cultural backgrounds and little creative use is made of ICT in teaching and by the students. Rather than encourage students to research independently in class, teaching often relies on computer-generated hand-outs to facilitate learning. In the best lessons, where teaching encouraged students to be creative in their learning, inspectors witnessed inspirational, exemplary teaching. For example, cross-curricular links to motivate students to write about the experience of immigrants to the USA in the 1920s in a Year 9 English lesson, and the highly effective use of perceptive questioning in a Year 12 music lesson, elicited highly sophisticated responses from students.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The students' spiritual, moral, social and cultural development is excellent. The school is highly successful in meeting its aims in developing self-disciplined, confident, compassionate individuals who live and learn with integrity. A strong spiritual ethos pervades the predominantly, but not exclusively, Christian lives of the students. Through assemblies, 'Youth Alpha', the TLA and student-led committees, they demonstrate particularly positive attitudes towards tolerance, democracy, respect for freedom of expression and other human rights.
- 4.2 Throughout the school, the students' personal development is particularly strong. Their social confidence and sense of respect allow them to develop and sustain positive and productive relationships. They have extremely well-developed personalities for their age. They are unfailingly courteous, greeting visitors with warm, genuine conversation. They willingly support each other's learning and demonstrate exceptional social responsibility and leadership.
- 4.3 The spiritual development of students is excellent. They exhibit remarkable self-confidence and a quest for self-knowledge. They are critically aware of their own strengths and shortcomings, and courageously explore these in the supportive environment of the school. In the 'Youth Alpha' club, students worked in groups to challenge and explore the concept of the church in their personal spiritual journeys. In 'Outdoor Chapel', a College student eloquently described the challenge of sharing her faith, to an audience of peers and adults.
- 4.4 Students' moral development is excellent and their behaviour exemplary. Guided by their faith and a clear code of conduct students demonstrate an understanding of right and wrong and a keen sense of responsibility to themselves and others. In assemblies, students listen with respect and interest to the poised and confident student performers. They respect the rule of law and live according to strongly upheld moral and ethical values.
- 4.5 Students exhibit excellent social awareness. They relish responsibility to their community and take a strong lead in wide-ranging initiatives in charity and service. They are committed to serving those less fortunate. Supported by membership of Round Square and the excellent TLA, all students are involved in service programmes, particularly with children in villages near the school. Service extends beyond raising funds to weekly visits to teach English and the arts, as well as longer-term building projects. On a visit during the inspection, students' unselfish enthusiasm and commitment to serving four-year-old street children shone through, even though the experience was uncomfortable for some. Older students reflect perceptively on their experience, though they commented that were not used to seeing service from the perspective of their own personal growth.
- 4.6 Students' concern for the world beyond school is excellent. Representatives of the environment committee, for example, spoke with commitment about their exemplary work planting indigenous trees, their support for plastic recycling in a local village and their work on saving paper. In a Year 11 physics lesson on half-lives, students articulately discussed concern over nuclear energy in the light of recent disasters in Japan. In the pre-inspection questionnaire, a majority of students expressed concern that the school did not listen and respond to their views. Inspectors found that the students' views are considered carefully by senior management, but that the school is not consistent in feeding back the results to the students.

4.7 Students demonstrate excellent cultural awareness. They are immersed in a range of various Kenyan and other African cultures and those from across the world. They readily develop close friendships that cross national, cultural and religious boundaries and are highly respectful of other faiths and cultures. In a chapel service, one Christian student speaker described her lifelong friendship with her Moslem friend, relating their discussions about their differing faiths. In a Year 12 religious studies lesson, students produced insightful and sophisticated arguments for the existence of God, arguing from religious viewpoints other than their own.

4.(b) The contribution of arrangements for welfare, health and safety

4.8 Welfare, health and safety, including pastoral care, are good. The school provides students with a safe environment where they benefit from a caring community, firmly founded on its strongly Christian ethos. The school clearly meets its aim to provide a happy, stimulating, well-rounded educational experience in beautiful, rural and safe surroundings.

4.9 Principally through the role of the tutors and the careful oversight of boarding staff, students enjoy highly effective pastoral support and guidance. They benefit strongly from the contribution of chaplaincy and counselling staff. A pastoral management team has a detailed oversight of pastoral care and ensures excellent communication of pastoral information, resulting in an in-depth knowledge of the students. Strategies for resolving issues are carefully identified and their success closely monitored, although formal measures to gather and review pastoral information have not yet been fully developed. Relationships between staff and students, and amongst the students themselves, are particularly strong. Students are very supportive of each other, for example, in their musical performances and when contributing to assemblies and chapel services.

4.10 Measures to promote good behaviour and guard against bullying are excellent and take due account of individual needs. Students sustain high levels of good conduct and, in the pre-inspection questionnaire, commented positively on the manner in which the school tackles any issues of bullying. In discussion with inspectors, they commented that such issues are rare. The school has a clear policy to guard against bullying, and incidents are logged carefully. Staff have not recently undertaken training in preventing and tackling bullying. The school deals constructively and successfully with unacceptable behaviour. However, in their responses to the questionnaire, a majority of students expressed concern about the fairness and consistency of punishments for day-to-day transgressions. Inspectors found that the recent introduction of software to monitor the issuing of sanctions by staff has facilitated closer analysis, enabling the school to identify inconsistencies. It is introducing further training to address the matter.

4.11 Safeguarding arrangements, including detailed guidance on implementing the policy and annual staff training, take due account of the students' welfare. The lead safeguarding person has undertaken training in the role and the head has trained in safer recruitment. The school shoulders responsibility for safeguarding procedures largely independently, since the network for inter-agency working, as found in the UK, does not exist locally. It has engaged with UK associations and safeguarding charities for training and guidance. The school has recently introduced a register of checks undertaken on the appointment of staff. It demonstrates rigorous appointment procedures since its introduction, though the section recording checks on governors is not yet complete. Prior to its inception, the school undertook the required immigration and suitability checks, but these were not systematically recorded. A governor has recently been nominated to oversee the school's

safeguarding procedures and has reported to governors. Although the role is still in its infancy, it is clearly defined by a thorough job description. The chaplain's report to governors also includes information on safeguarding.

- 4.12 Regular fire drills, the training of both academic and estate staff and the careful checking and maintenance of equipment seek to reduce the risk from fire. Recent improvements, including the rigorous management of safety in the science and design and technology departments, the high level of safety awareness in sport, together with the careful management of risk, strongly promote health and safety.
- 4.13 The school makes good provision for students who are ill, injured or have particular difficulties or disabilities. A resident doctor, qualified nurses and other care staff, based in a well-equipped medical centre, ensure round-the-clock care for the school community and benefit from clear guidance on the administration of medication and first aid. Measures have been strengthened recently through improvements in communication on medical matters between the medical centre and the boarding houses. Students benefit from healthy meals and are strongly encouraged to adopt healthy lifestyles, particularly through the extensive provision for them to engage in physical exercise. Admission and attendance registers are completed with due care.

4.(c) The quality of boarding education

- 4.14 The quality of boarding education is good and makes a significant contribution to the school meeting its aims of developing self-disciplined, confident individuals. Boarders are supported well in settling into boarding life, which has a substantial impact on the development of personal qualities, such as self-reliance, integrity and tolerance. Boarders are confident that they have someone to turn to, including houseparents, tutors and chaplaincy and counselling staff, should they have a concern.
- 4.15 Boarding arrangements prepare students well for university life through increasing their levels of independence and responsibility from Year 9 through to the College. In the Year 13 boarding house, for example, students demonstrate independence and prepare for university life in taking responsibility for tidying their rooms and doing their own laundry. Pocket money is securely looked after by houseparents and students are pleased with these arrangements.
- 4.16 Relationships between students of different ages, cultures and faiths are excellent throughout. An exemplary prefect system enables students to develop caring leadership and a 'Listening Ear And Prayer' programme trains students as peer counsellors within their houses. Students spoke with notable loyalty and affection about their houses. In one house, they commented with palpable pride on the high quality of relationships between students of different ages. In another, students of different ages were observed co-operating over prep, supporting each other in line with the school's motto to "achieve the highest".
- 4.17 Caring houseparents make themselves highly accessible to students. The division of houses into small tutor groups ensures plenty of adults with responsibility of care. Tutors monitor half-termly reports from academic departments, leading to support and intervention where students' effort or achievement falls below expectations. Staff demonstrate an excellent in-depth knowledge of and care for students' academic and personal lives. Students commented enthusiastically on the high value they place on the support from their tutors. An extensive induction programme for new houseparents prepares staff well. This is soon to be enhanced by on-line training through a professional association.

- 4.18 An excellent range of recreational activities before breakfast, in the evenings and at weekends ensures that students are highly involved and active. Daily early morning fitness training for a wide range of specific sports is well attended. Music practice takes place before and after school and at weekends. Students avail themselves of an outstanding range of clubs. They maintain regular contact with their families through email and mobile telephones.
- 4.19 Boarding houses are well-managed, in line with the school's aims, supported by the consistent implementation of suitable policies. A commitment to self-evaluation and feedback is clearly in evidence. In one house, a suggestion box was valued by students. In another, a questionnaire was used successfully to gather regular student feedback, which was acted upon to make improvements.
- 4.20 Standards of boarding accommodation vary widely. In the new Year 13 boarding house, students' bedrooms are spacious and provide good levels of privacy. Common areas are light, airy, well-furnished and suitably equipped. Other boarding houses are not of the same high standard, however. These are not homely, are not comfortably furnished and lack well-maintained recreational facilities.
- 4.21 Procedures to ensure that students are kept safe are rigorous and effective. Boarding houses are conscientiously locked in the evenings and overnight. Duty staff control access effectively; well-established systems record the location of students in the evenings and at weekends. Students know how to contact staff at night, if required. Staff treat boarders even-handedly and access to staff accommodation is suitably restricted and closely monitored. Appropriate monitoring and control of internet access is effective in safeguarding students.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 Governance is good. Governors provide the school with strong support, ensure that it upholds its Christian ethos and work closely with the school's leadership to enable it to meet its aims.
- 5.2 Governors bring a varied range of skills and experience to the governing body. Their work is supported by two governors' committees, 'academic and personnel' and 'finance and development', ensuring that governors provide effective support and challenge to the school's leadership. This is particularly evident in their careful and detailed financial oversight and in strategic planning, which has enabled significant recent development in facilities, including a new Year 13 boarding house and a sports hall. The governors' overview of the day-to-day operation of the school and their role in monitoring and evaluating its work are less well developed. Their first-hand knowledge of the school is therefore somewhat restricted, and limits their capacity to act as the informed critical friend. The monitoring of academic performance is delegated to the headteacher, who is held accountable through reporting to governors' meetings. A governors' retreat, undertaken every two to three years, enables governors to focus on effective long-term strategy and to review their processes. Such occasions have included elements of training, but governors have not otherwise undertaken training in relation to their role.
- 5.3 Members of the school's executive management team present reports at the twice-termly meetings of the governors. Governors rely strongly on these to provide information on the extent of the school's compliance with the standards for British schools overseas and Kenyan health and safety requirements and confirmation that students are kept safe and duly safeguarded. Governors do not yet have formal processes to hold the school to account in these areas. A governor has recently been appointed to liaise with the school on safeguarding matters, but the role, which includes meetings with staff and reporting to the governing body, is still emerging and is undertaken on an informal basis.
- 5.4 Governors have facilitated considerable improvements in the school in recent years, particularly the development of the College for students in Years 12 and 13, and are strongly committed to its future further improvement and success.

5.(b) The quality of leadership and management

- 5.5 Leadership and management are good. A well-defined management structure with clear roles and responsibilities ensures that school meets its goal to provide a well-rounded, British-curriculum education of the highest standard within an international, multicultural, Christian boarding setting. Although not all members of the leadership and management teams have job descriptions, lines of communication are clear and known well to staff. The executive management team is well informed regarding the day-to-day running and the needs of the school.
- 5.6 Minutes of meetings demonstrate an accurate focus on the specific needs of the school through its self-evaluation. Planning takes proper account of these priorities for action, but follow-up is not sufficiently rigorous. Although many new initiatives have been introduced recently for the future development of the school, little successful monitoring has yet been undertaken by management, and strategies have not been developed consistently, to assess how effectively plans, policies and

decisions are implemented to improve learning outcomes and pastoral care. This is a contributing factor to the inconsistencies in the quality of teaching and the rate of student progress. Nevertheless, in many instances, performance data are collected at departmental level and by key post holders and used effectively to monitor student progress and improve their performance.

- 5.7 A clearly articulated educational direction results in good staff involvement at departmental and classroom level. There is an appropriate range of policies and procedures to guide the work of the school. Middle managers have developed detailed departmental schemes of work, with a good focus on student outcomes and school policies. The planning of teaching reflects this clearly. Senior management is in the early stages of developing systems for monitoring the implementation of this lesson planning in the classroom and ensuring that all school policies are well established in classroom practice.
- 5.8 The newly-implemented staff appraisal programme is comprehensive and thought out well to meet the school's needs. Staff are made aware effectively of the appraisal criteria and schedule. They value being able to set their own targets and find the support they receive from management very useful. Meticulous records are kept and the information generated from the process is used well at classroom level, although it is not yet effectively monitored at senior management level. Neither is it used consistently to plan effectively for improved outcomes. Professional development is a meaningful part of the staff appraisal programme and the school is generous in supporting the training needs of its teachers.
- 5.9 Recruitment procedures are rigorous and fair. They draw on a clear process for the appointment of staff, which is strictly followed. Since its introduction, all necessary checks are undertaken and recorded to ensure that staff are appropriately qualified and experienced. The head undertakes the required steps, insofar as is possible in the national context, to ensure that all staff have checks relating to their suitability or equivalent safety checks. Meticulous records are now maintained in a central register of each stage of recruitment; staff files are in good order and largely complete.
- 5.10 Policies and procedures for welfare, health and safety are effectively established in the school and monitored closely, although the information generated is not yet analysed centrally to identify patterns or problems. Leaders and managers are proactive in matters of health and safety and respond promptly to issues which arise.
- 5.11 Support staff are highly efficient in ensuring that the school runs smoothly. Administrative staff, science technicians, visiting music staff and catering and domestic staff make a valuable contribution to the school. In particular, the estate management ensures that estate staff maintain the school grounds to a high standard, with a strong focus on self-sufficiency and sustainability. The work of support staff ensures that the needs of the school community are met particularly well.

5.(c) The quality of links with parents, carers and guardians

- 5.12 Links with parents, carers and guardians are excellent. They support the school strongly in the fulfilment of its aims and the promotion of an international Christian ethos. The school's constructive relationships with its parents enable it to further the students' educational and personal development.
- 5.13 Parents are very satisfied with the education and support provided. In their responses to the pre-inspection questionnaire, they were extremely supportive of,

and complimentary about, the work of the school. In particular, they were unanimously positive about the school's promotion of worthwhile attitudes and views and its achievement of high standards of behaviour. Parents are also very pleased with the quality of communication with the school. They receive regular newsletters and have frequent contact with houseparents, tutors and subject leaders, regarding both academic and pastoral matters. Inspectors' findings confirm the school's strengths in these areas of significant parental endorsement.

- 5.14 The school provides many opportunities for parents to be involved in the work and progress of their children, even though many parents live a long distance away. A principal feature in this respect is the popular 'Viso' visiting weekend, which occurs twice in every term, when parents can camp in the school grounds or stay locally in order to attend sporting events, music and drama performances, chapel services and parents' workshops and share the life of the school with their children. An active parents' association, with representation from the regions and countries from which families come, also meets on these occasions and is able to communicate parental views to the school's management. Parents also contribute to the life of the school by giving careers talks to the students, contributing to the A Level programme by giving presentations and offering work experience placements. They provide strong support for the school's charitable initiatives.
- 5.15 Parents are furnished with all the required information about the school. An informative website provides details of school policies, events, staffing, governance and other useful information and also includes a parent portal, which provides further details and regularly updated information on their child's progress.
- 5.16 Parents receive detailed annual reports on their children's progress, and additional post-exam reports in Years 9 and 10. These provide a clear picture of how well they are working and generally include information on the next steps for further improvement. In addition to information on the children's academic studies, parents receive reports on instrumental music and speech and drama tuition and from the tutor, houseparent and headmaster. Interim half-termly assessments provide parents with information on their child's progress and the grades achieved. Consultation meetings with teaching staff enable further useful discussion and are timed to occur during 'Viso' weekends to increase the opportunity for parents to attend. Tutors and the head are also available for informal consultation on these occasions. New parents in Years 9 and 12 have additional consultations with tutors at the first 'Viso' weekend.
- 5.17 The school handles concerns from parents with due care, in accordance with its published procedures. The log of concerns is carefully maintained and demonstrates that the large majority of concerns are resolved successfully at the informal stage.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and staff and examined samples of students' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured students. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mr Christopher Sanderson	Reporting inspector
Ms Mareve Kilbride-Newman	Senior Team Inspector (Former Head, COBIS School)
Mr Richard Dyer	Senior Team Inspector (Head, FOBISIA School, Vietnam)