

The Banda School Kenya

British Schools Overseas Inspection Report

Inspection Dates: 13 to 15 March 2023

Lead Inspector: Robin Attfield
Team: Dee Russell-Thomas
Jean Tarry

Age Group: 3 to 13 years
Report Published: 26 April 2023
Report Reference Number: 4/33/2023

Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British school overseas must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (BSO). These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this and all other standards are met'.

The standards are 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
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate 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.

Key for inspection grades

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

The Banda School is a non-selective day school for boys and girls aged 15 months to 13 years. It was founded in 1966 and is sited on 32 acres bordering Nairobi National Park. There are 36 nationalities in the school. English is the main language for most pupils.

The school is divided into three sections: Pegasus Early Years for children between approximately 15 months and 5 years old; for the purposes of this inspection, the inspection team evaluated the quality of the school's provision for children from three years of age and older. The Lower School for pupils in years 1 to 4 and the Upper School for those in years 5 to 8. There are 351 pupils on roll in the main school and 100 children in the early years: 60 children under the age of five attend on a part-time basis. It is similar in size to other schools of its type.

The school has identified 93 pupils as having special education needs and/or disabilities (SEND) and 14 pupils as English as an additional language (EAL) learners.

The curriculum is based on the English national curriculum, with some adaptations, and the foundation stage curriculum in the early years. The school also meets Kenyan requirements in the teaching of Kiswahili, Kenyan History and Citizenship. Pupils in Year 8 take the common entrance examinations set by the Independent School Examination Board and the curriculum from Year 5 includes preparation for these demands. Most pupils go on to attend secondary schools in the UK, Kenya and South Africa. Last year 19 pupils gained scholarships to national and international schools. The number of scholarships achieved for leavers at the end of the current year already exceeds this figure.

The school places great emphasis on pupils' spiritual, moral, social and cultural development alongside academic excellence and accords fully with British values. The school's mission is 'We Give All Our Children Wings and Teach Them How to Fly'. Its aim is 'to bring out the best in all of the children in its care and to create thoughtful, confident and independent individuals who are equipped to deal with the challenges that will face them in the world today and tomorrow'. It emphasises the importance of harmonious co-existence in a country of cultural and economic diversity. The school is a member of the Independent Association of Preparatory Schools and a member of the Association of British Schools Overseas.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by a team of three Education Development Trust inspectors. The inspection dates were agreed with the school giving ten weeks' notice of the start date of the inspection. The inspection team had access to some information about the school prior to the inspection. During the three days, the team observed 46 lessons. Inspectors held 24 meetings during which discussions with staff, pupils, parents and carers, owner and governors took place. They scrutinised pupils' work and school documents, including documentation relating to safeguarding and health and safety. They analysed the responses to parental and staff questionnaires and generally observed the school at work.

Evaluation of the school

The Banda School Kenya is an outstanding school and provides an outstanding quality of education for pupils from one to 13 years.

The school meets all of the BSO Standards except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

In English, most children enter the early years with skills in speaking and listening similar to those of other children of their age. As pupils move through the school, they make very good progress. In Year 6, the majority of pupils attain standards that are at least in line with UK expectations with outcomes well above UK expectations in the upper school. In the 2022 common entrance examinations, pupils achieved a high average of 61% (grade B), which is consistent with previous years' outstanding results in Common Entrance examinations in English. Their reading and recording skills are such that they perform equally well in all subjects,

Pupils are immersed in language from the moment they enter the school. The systematic approach to teaching phonics enables them to recognise sounds confidently, blend letters and develop writing skills. This is seamlessly carried through into the lower school and plays a significant role in developing their reading and spelling skills. Year 1 pupils recognise phonemes in recipe cards while Year 2 pupils sequence stories using visual clues. The strong focus on extended writing using a

range of literary devices was evidenced when Year 3 pupils, for example, described a picture of a troll and one wrote: 'The horns are as black as darkness.'

Pupils are articulate; they present an opinion with factual evidence and read for both pleasure and purpose. In the upper school, opportunities for writing are extended. Pupils use personification, alliteration, metaphors and imagery with imagination. They use technology competently to gather information to enhance narrative writing.

Pupils with SEND progress very well from their starting points and make especially good progress in speaking and listening. EAL learners make good progress as a result of the specialist support that they receive and teaching which is matched well to their needs. Boys and girls achieve equally well.

In mathematics, most pupils make at least very good progress as they move through the school. Nearly all children in the early years enter the school with skills appropriate to their age. In the early years there is a strong focus on understanding of basic number skills. Pupils soon progress from simple counting to matching groups of objects. They develop a sound understanding of one-to-one correspondence and show good understanding of shape and size. They estimate numbers of objects from one to five without finger counting. Nearly all children leave the early years with skills which are in line with, or exceed, UK expectations and are well prepared for primary education.

Pupils' understanding of number and calculation continues to develop very well in the lower school. Basic number skills are consolidated and extended through regular, focused teaching and an emphasis on mental mathematics. The accurate use of mathematical vocabulary enables pupils to achieve very high levels of conceptual understanding. Year 2 pupils start to identify vertices, faces and edges in different 3-D shapes and Year 4 pupils confidently convert fractions to decimals and explain their reasoning. In Year 6, pupils simplify algebraic expressions by collecting like terms and many complete work associated with older pupils. They achieve well with over 40% exceeding the UK age-related expectations.

Pupils in Years 7 and 8 make rapid progress. They solve linear and quadratic equations with one or two variables. They form an equation confidently from worded information and identify like variables and constants. They achieve very high standards in the common entrance examinations.

Pupils with SEND achieve well as the work is well matched to their needs. Those learning EAL also progress well as a result of the highly effective support they receive. There is no significant variation in the achievement of boys and girls across the year groups.

In science, standards in the early years and the lower school are in line with the expectations of the England foundation stage and English national curriculum. As pupils move through the school the rate of progress accelerates so that they receive excellent results in the common entrance examinations. Most children enter the school with good skills in observation and show great interest in the world around them. As a result of excellent learning opportunities, they make at least expected progress. They enjoy practical activity such as visiting the health centre and role--playing doctors, nurses and vets, for example. They enter the lower school very well prepared for further learning.

In the lower school, pupils start to think scientifically and use scientific terms. In Year 2, they match animals to habitats and explain why some animals cannot survive in a quite different environment. They articulate their thoughts well and use scientific vocabulary consistently well. Their skills in thinking and analysing develop very well and pupils in Year 6, for example, explain the differences between breathing and respiration and carry out simple experiments to determine their lung capacity and record their results. Scrutiny of pupils' work and test results indicates that by the end of Year 6 almost all pupils achieve UK age-related expectations and around 40% exceed them.

Pupils in Years 7 and 8 study three separate sciences. Their performance in the common entrance examinations has been consistently high over many years. In examinations in 2022, the average grade was B with 35% of pupils obtaining the highest grades of A* or A.

Pupils with SEND or those learning EAL make very good progress from their starting points. There is little difference in attainment between boys and girls although more girls are achieving the highest standards in Year 7.

In other subjects, pupils make equally outstanding progress and achieve very well. Standards are at least in line with UK age-related expectations and many pupils exceed them. Year 6 pupils often undertake study associated with secondary school classes. Pupils are highly competent users of information technology and have developed skills in learning which cross all aspects of the curriculum. Common entrance examination results in the three additional subjects of French, history and geography are as high as those of the core subjects with French results at an even higher level. Pupils achieve exceptionally well in performing and creative arts and in sporting events where school teams are highly successful. They enjoy humanities and produce very high standards of work with many choosing aspects of interest to them in their individual project work in Year 7.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of the standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during March 2023, the school has demonstrated that it meets the BSO standards (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of education are met except for the standard in paragraph 2 (2) (d) (ii) because of the requirements of Kenya in relation to the UK Equality Act 2010. The school's provision promotes respect, paying particular regard to the protected characteristics of age, disability, race, religion or belief and pregnancy and maternity. Those characteristics which Kenyan law precludes the school from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation.

The curriculum is outstanding and supports highly effective implementation of the school's vision and its wish to develop pupils who are confident, inquiring and respectful young people who achieve high academic standards.

The curriculum is based on the English early years foundation stage and national curriculum, combined with preparation for the common entrance examinations in the upper school and the requirements of Kenya's Ministry of Education. It extends pupils' academic learning very well while developing them as caring, confident and inquiring world citizens of the future. As a result, pupils attain high standards. They are encouraged to articulate their thoughts and in group work are excellent supporters of each other's learning. Teachers in every department plan and review their specific provision extremely well so that it contributes to the realisation of the school's vision.

The curriculum is broad and balanced, and through its content sparks lively interest and motivates learning. Transition through the school is highly effective. Detailed preparation for children moving into the lower school ensures that teachers have all the necessary information to ensure that pupils' learning progresses smoothly. Transition into the upper school is helped enormously by teachers in core subjects teaching lessons in the lower school and consulting regularly with lower-school staff. This is especially effective in English and science.

Throughout the curriculum pupils learn about respect for difference but, because of Kenyan law, the curriculum cannot fully address marriage and civil partnership, gender reassignment, sex and sexual orientation. Well-planned half-termly themes address values and well-being in an age-appropriate manner and build pupils' awareness very well. These lessons are coordinated and taught through form-tutor time, personal, social and health education (PSHE) and the excellent assemblies. In the first term of this year, pupils in Years 1 to 6 learnt about understanding themselves and celebrating

differences, while older pupils learnt about democracy in Kenya and Britain, human rights and individual liberty. Democracy is present in the process to appoint student leaders and engages pupils well. They want the responsibility of supporting others.

Pupils make perceptive and detailed comparisons between cultural norms and study differences in governance and justice, for example. They watched footage of the funeral of Queen Elizabeth II and were proud that a former pupil was one of those who watched over her coffin. The work of David Attenborough was highlighted when studying sustainability and a number of British resources support learning through the virtual learning environment (VLE).

All lessons, other than language lessons, are taught in English and equip pupils exceptionally well to enter or re-enter the UK educational system. A number of pupils enter UK schools at the end of Year 8, with a growing number gaining scholarships. Careers education is taught in specific PSHE lessons and is integrated into other lessons such as science where innovative curriculum modules are organised around careers requirements, such as those of the personal trainer when studying human biology, for example. Pupils are prepared very well for transition to the UK with many pupils attending British schools at the end of Year 8. British headteachers visit the school and many pupils attend sporting events in the UK whilst studying at The Banda, Regular, structured opportunities encourage students to work both collaboratively and independently. Pupils benefit from, and especially enjoy, paired and small-group work and welcome feedback from peers on what they have done well and how they can improve'. This was observed in most lessons, but was especially a feature in art, music and drama. From an early age pupils acquire excellent learning habits. They use technology consistently well in lessons and at home. The creation of a VLE has added value to the school's provision. Undertaking the International Project Qualification in Year 7 provides opportunities for personalised study and research with recent topics ranging from the effectiveness of armour to wildlife photography, for example and leads to interesting pieces of work as well as developed skills in independent learning.

Teachers adapt lesson content very well, and always ensure that they challenge able pupils and provide support for those who require some modification in terms of expected outcomes, whether these arise from SEND or changes in pupils' circumstances. Class teachers plan closely with teachers from the inclusion team. The school made sensitive and effective adaptations to the curriculum to support the transition of pupils back into school after closures due to COVID-19.

The curriculum is enriched by a very strong programme of extra-curricular activities with a wide range of sports, academic and creative options. Lower-school pupils enjoy

activities such as planet warriors, and the chamber choir which provides outstanding music, for example. The school's imaginative 'Flight' programme on Friday afternoons is popular and extends learning opportunities through its range of active learning opportunities. Visits form a strong part of the curriculum and have been revived post-COVID 19. Each year group makes at least one visit a term with younger pupils visiting farms and food factories and older pupils carrying out geographical field studies and visiting recycling factories. Pupils in Year 8 climb Mount Kenya and sports teams tour internationally, as in the rugby tour to England, and participate in local and national competitions. Charity work, including established reciprocal links with the Kibera learning centre in a deprived area of Nairobi, visits and visitors widen pupils' opportunities and awareness of the world.

The quality of teaching and assessment is outstanding. The proportion of outstanding teaching is exceptionally high throughout the school. Teachers have excellent subject knowledge and form positive relationships with their pupils. They prepare individual lessons, schemes of work and development plans in depth to accommodate the needs of all pupils. They use a range of strategies to give pupils access to the curriculum, extend their vocabulary and apply new knowledge. They engage pupils well through discussions and with active learning as when a Year 6 class sang a song in two groups, with alternating movements, to consolidate their French numbers and improve their pronunciation.

Teachers set the tone for deep questioning to promote problem-solving and higher-order thinking. Pupils are able to assess their progress against the intended outcomes for each lesson. They enjoy learning, work hard and enjoy contributing to class discussions and problem-solving.

Teachers manage time and resources and use information technology exceptionally well to ensure that lessons are always productive. In PSHE, for example, pupils enjoyed discussing the influences of social media and how to resist peer pressure. In a Year 3 science lesson, they discussed how fossils were formed while carrying out a simulation of how the process took place. Teachers provide stimulating opportunities for both collaborative learning and independent enquiry and demonstrate consistently high expectations to which pupils respond well. Pupils are active learners and use the VLE really well in school and at home to develop independent learning.

Support staff work exceptionally well with teachers to support learning in the classroom. Mutually respectful relationships between staff and pupils create a highly

positive environment for pupils to challenge themselves and to explore, analyse and make links with the world around them. As a result, they become confident learners and take risks. They are resolute as when pupils in physics tried several permutations to form a complex circuit with just one battery, teachers ensure that pupils consider all points of view in discussions and that they do not impose a particular view. In a Year 7 biology lesson, the teacher reminded pupils to consider positive steps to improve the ecosystem alongside all the problems they had identified. All teachers recognise their responsibility to teach literacy. Extended vocabulary teaching has improved pupils' writing skills as when a Year 6 pupil wrote: 'The terrifying towering grey, snow-tipped mountains whispered secrets of silence.'

All teachers are very aware of the needs of EAL learners and consider carefully how to introduce new vocabulary and ensure that all pupils can, and do, participate in discussions. They are adept at matching work to the varying needs of pupils. In some subjects and classes pupils are grouped by ability. Teachers review such arrangements constantly. They assess pupils' learning continually through the questions they ask, the outcomes of the work they set and through tests and quizzes. Pupils also assess their own learning and do so in a sophisticated way by the time they reach the upper school. By the end of a lesson, pupils can explain what they have been doing, what they have learned and how the learning can be applied. The school has carefully considered its approach to teaching and learning and pupils benefit from consistent core teaching methods without curtailing teachers' individual style.

All teachers know their pupils exceptionally well. Systems of marking are standardised and pupils appreciate the refined feedback which helps them to reflect on and improve their learning. Teachers use tests at the end of units to check further on the level of learning and plan interventions. Middle and senior leaders support learning very well through collaborating with teachers, carrying out learning walks, observing lessons, scrutinising pupils' work and analysing data. Collectively, they ensure that teaching, learning and assessment are of a high standard across the entire school. Strong teamwork is evident throughout the school as all teachers strive to deliver the best possible lessons. Teachers set targets and review them regularly. Pupils refer to them when assessing their own work. However, although a robust tracking system is in place, external assessments do not always assess what the pupils have learned or need to learn for the common entrance examinations.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Provision is outstanding. Scrutiny of curriculum plans and discussions with senior leaders and pupils show that the school promotes respect for all the protected characteristics outlined in the UK Equality Act 2010 except marriage and civil partnership, gender reassignment, sex and sexual orientation because they are precluded from doing so by Kenyan law.

The school is inclusive. Pupils and staff across the school welcome new arrivals from all parts of the world and respect diverse needs and beliefs. They enjoy the opportunity to engage in topical discussion through literature analysis, debating forums and comparative, contemporary studies. Pupils said that the wealth of diversity is a key strength of the school.

Leaders, teachers and pupils support each other in promoting a safe and happy environment. A caring and joyful ethos permeates the whole school. Nursery pupils showed consideration of the needs of animals and owners when role playing and Year 7 pupils worked together to create humour when practising a song in preparation for their production of the musical 'Porridge'. Teamwork was the theme of the week's assembly and was reinforced in lessons and visible in informal time across the school.

Pupils behave exceptionally well. They are confident and thoughtful with a positive attitude to learning and they enjoy mutually respectful relationships. They are responsible, self-disciplined and courteous. Sanctions are rarely needed but if used are accompanied with conversations, supportive advice and counselling so that pupils learn from their mistakes.

Pupils have a developed and ever-growing, appreciation of the world around them. They value their opportunities and know they are fortunate. They engage in a wealth of community work including providing shoe boxes of gifts at Christmas and food for those in deprived areas. Girls support collections for 'period packages to combat menstruation poverty' and boys engage in physical quests to support those with mental-health issues.

Pupils benefit from valued leadership roles such as head girl or boy, prefects, house captains and planet warriors. These roles develop their confidence, responsibility towards others and many individual skills in communication and organisation, for example. Pupils value the planet, their environment and each other. Their voices are heard through regular prefect and school-council meetings, informal discussions and opportunities to talk in PSHE lessons. They have already influenced several changes regarding the school menu, uniform and recycling bins.

Pupils appreciate the importance of democracy through voting procedures, listening to others, exploring the British system and recognising different viewpoints. British values of tolerance, respect and individual liberty are embedded throughout the curriculum. Pupils enjoy learning about the beliefs of those from other cultures. They recognise that differences in culture and national legislation impact on what they can learn in respect of aspects of same sex relationships, for example, and exhibit not only tolerance but understanding of the views of others. Links with British culture are evidenced in the annual Shakespearean promenades, the celebration of royal occasions and the study of English authors and British medieval history, for example.

Pupils are eager to share their learning, to express their views and to make the world a better place. In assemblies the achievements of others are celebrated, the school song is sung beautifully and awards are presented with everyone taking pleasure in their achievements.

Pupils from all phases speak highly of the pastoral care and appreciate the many extra-curricular activities available. They appreciate the personalised interest shown in them by teachers. 'Teachers are our best allies', stated one pupil.

Standard 3. The welfare, health and safety of the pupils

The school meets the requirements of this standard and the regulatory requirements of the host country and provision is outstanding. Leaders prioritise pupils' safety and well-being. There is a strong culture of safeguarding. Pupils and staff reported that they feel safe and secure. Parents are pleased with the school's safeguarding arrangements. The effective 'taster day' and 'buddy system' help pupils' rapid inclusion into the school community. New pupils to the school said that they appreciate how quickly they make friends.

The premises and all equipment are checked regularly to ensure that they are safe to use and an external audit of electrical and fire equipment takes place regularly.

Specialist staff deal with required repairs immediately on site and ensure that the swimming pool is maintained well with carefully controlled access.

The school has sound comprehensive policies which ensure its safe functioning and which staff and governors review regularly. They respond rapidly to immediate or national requirements. Key policies are displayed on the school's website.

The systems for the treatment and recording of medical incidents and storage of medicines are robust. Support provided for pupils' well-being and mental health, especially in light of the COVID-19 pandemic, proved invaluable for some pupils and their parents.

An emotional well-being tracking system is in place for pupils from Year 3 onwards. Form tutors play a valuable, supportive and proactive role during form time and instigate appropriate actions. Further support is available through drop-in sessions and formal appointments with the counsellor. The school counsellor is a key staff member and holds well-being sessions as part of the 'Flight' programme which supports pupils in understanding relationships, healthy eating and mental-health issues.

Staff make detailed written risk assessments as in the challenging Mount Kenya expedition, for example, and take appropriate action to reduce identified risks. Stringent fire evacuations and lockdown procedures meet the expectations of the host country. All security systems are managed well and include main-entrance locked gates, staffed by an outdoor security company. Closed-circuit television cameras around the school contribute to a feeling of safety.

Safeguarding systems conform to the best practice in the UK. All staff, including non-teaching staff, understand their responsibilities with regard to safeguarding. All pupils learn about keeping themselves safe and know which staff they can go to when they have an issue. A high priority is given to cyber-safety with well-received, updated training for parents and PSHE lessons for pupils. All staff receive regulatory training for child protection as would be expected in a UK school. Safeguarding is overseen by a diligent, experienced and well-trained designated safeguarding team supported well by a nominated governor.

Current attendance is broadly in line with UK averages. Attendance was successfully monitored online during lockdown ensuring that learning continued. Computer-based systems for logging attendance are currently under review. Punctuality at the start of the day and between lessons is good.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school's human resource department collaborates closely with the school's leadership team to ensure that suitable checks are made on all staff, visitors, proprietors and governors. Records are kept on a central electronic system and are thorough, with careful checking for teachers and teaching assistants through validation of identity, qualification, police or similar records and references. The school updates these records on a regular basis with particular attention to ongoing safeguarding and first-aid training. Appropriate checks are also in place for all other staff working in the school.

The majority of teachers in the school are UK- trained. The school is conforming to Kenyan requirements to increase the proportion of local teachers. Recently, it has supported a teaching assistant in her successful training to become a teacher. An extensive programme of staff development is provided within the school and is based strongly on the emerging needs of staff as identified through ongoing evaluation of practice. The balance of staffing ensures that the British ethos is apparent throughout the school and that local culture and tradition are fully respected.

Standard 5. The premises and accommodation

The school meets the requirements of this standard. The premises provide well-maintained accommodation with a safe learning environment of high quality for all pupils. The school business manager works alongside the facilities manager to oversee the development and effective maintenance of the school. The school is very clean, fresh and safe. Flooring is well maintained in all teaching areas.

Furniture and fittings are carefully chosen to be appropriate to the age of the pupils. Informative displays and working walls throughout the school demonstrate and enhance pupils' learning. Classrooms are of a good size and provide consistently attractive learning spaces throughout the school.

Attractive outdoor provision, with excellent resources for learning, enhances children's learning in the early years. The play area for the younger pupils has sanded areas and safe climbing frames which contribute to children's physical and social development and are very popular.

The lower-school library complements the class reading areas in the lower school and the upper school provides resources for reading for pleasure and research. Pupils use them well. Classrooms are well-resourced and provide excellent opportunities for teachers to develop and enhance pupils' learning experiences.

Learning-support areas across the school and a specialist teaching room in the early years centre contain a wide variety of resources to engage pupils who are learning at different rates and provide a secure environment for intense work.

Pupils' sporting development is aided by a wide range of facilities including a heated swimming pool, a large sports field set up for various sports, a multi-purpose artificial grass pitch and glass-backed squash courts. Areas for technology and creative arts support specialist teaching and learning well. The school's assembly hall, with its tiered seating, is an excellent facility.

At breaktimes, pupils can choose whether to engage in play and climbing activities, which are enjoyed by younger pupils, or enjoy quiet, shaded areas across the school such as the 'memorial garden'. Drinking water is accessible at all times.

Office space for administration is sufficient and the medical centre is well resourced. Meeting rooms are less plentiful than the school would like.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this standard.

Parents responded very positively, and in large numbers, to a recent survey showing a very high degree of satisfaction with all aspects of the school. Nearly all would recommend the school to others. Parents value the care the pupils receive and the quality of education. They believe that staff and governors listen well and act quickly on any concerns that are raised.

School staff keep parents well-informed about school policies and all aspects of school life. A well-organised website provides a full range of up-to-date information for parents including detailed newsletters from school leaders and teachers. Parents know exactly what their children are learning as well as receiving news of upcoming events and results of competitions.

Parents value the rapid response they get from teachers and school leaders and the opportunities to talk with staff at the end of the school day, which are especially valued

by parents of children in the early years. Detailed pupils' reports and consultations with teachers help to inform parents about their child's progress twice a year. The parental handbook is a clear document which makes clear the school's vision and the value of partnership between school and staff.

Parents welcomed the school's timely response to the challenges presented by COVID-19, which was described by them as 'open and transparent'. The need to share information virtually contributed to the development of more efficient and effective use of the VLE platform by parents, pupils and staff. This now operates in conjunction with the parental portal to provide access to resources for a range of information about planned learning. This includes resources from number and phonic materials in the early years, to revision papers and homework tasks higher up the school.

Parents have organised a food committee, which includes a qualified nutritionist, to advise on healthy eating. This committee has made an impact working with catering staff in responding to a desire to provide a balanced and nutritious lunchtime meal. The parent-teacher association is extremely active. It organises two events every term, one for pupils and one for parents. Pupils have enjoyed a movie night with their school friends and parents attend charity events.

Parents have established electronic communication for each year group which is effective when organising events. They play a key role in such events and work in close cooperation with school staff.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

It has an appropriate complaints policy displayed on its website which indicates the stages in the process, who will be involved and the timescale. The emphasis is on resolving issues as early as possible. Because of the strong links between school and parents and the trust parents have in the school, formal process is rarely needed, and there has been no need to move to the third stage involving the school's governing body. The school keeps a suitable record of complaints made.

Standard 8. Leadership and management of the school.

The school meets the requirements of this standard. Leadership and management are outstanding. Leaders ensure that BSO standards are met consistently and have led improvement since the previous inspection. Many senior leaders, including the headteacher and the deputy head, have been in post for a number of years. They have worked together with newer senior and middle leaders to ensure that the school's vision remains central to everything that the school does. The school's vision and motto have remained the same but their reach has extended. The school is highly successful in meeting its aim to develop young people who are confident, ambitious and academically able, but also kind, tolerant and understanding. Early years provision is very well led and managed. Whole-school approaches ensure a smooth transition for pupils as they move through the school.

School staff work very well together. Teachers trust their leaders and are proud to be part of the school community. Leaders are excellent role models and combine a clear sense of purpose, integrity, high expectations and accountability with awareness and sensitivity. Middle leaders work closely with their teams to ensure that there is enjoyment in learning and that the curriculum meets the school's vision to combine skills and personal development with high academic outcomes. They lead the outstanding planning of schemes of work and support staff to provide exciting and challenging lessons which are well matched to the needs of all pupils.

Leaders know their school very well. They are active in the school and collaborate closely with middle leaders to evaluate constantly the quality of provision and the progress made by pupils. They actively seek feedback from parents and staff and give due attention to the voice of the pupils. Self-evaluation is ongoing and integral to the way the school operates. Leaders and governors are ambitious for the school to improve and it has the capacity to do so. Its development plan sets out clearly the next steps for improvement. The governing body is fully involved in this process. There is excellent capacity for the school to continue its ongoing improvement.

Leaders are open and approachable and, as a result, there is a high degree of trust in them, which was evident in the survey responses from parents and staff.

Leaders play close attention to health and safety in the school and to all aspects of safeguarding and child protection. In this and all other aspects of school life, they are well supported by a committed governing body, led by the owner, who chairs their

regular meetings as well as meeting regularly with the headteacher. The governors bring a wide range of skills and experience to the school and have developed excellent relationships with all staff, and senior leaders especially. This relationship is open and challenging when needed, as all share commitment to making the school the best that it can be. The headteacher has appraisal targets set in line with regulatory requirements.

School policies are of a high quality and form a framework for action. They are working documents, kept under constant review, and are amended suitably when new legislation, learning or needs emerge. Leaders ensure compliance with UK and Kenyan requirements and demonstrate full regard to equality of opportunity when appointing staff. British values are enacted through the whole curriculum and modelled in assemblies led by senior staff but with input and leadership from a range of staff and pupils.

The school functions very efficiently as an organisation as all staff know what they are expected to do. This ensures not only safety and attention to individual pupils but effective use of learning time. Close cooperation exists between leaders and ancillary staff who play a valuable role in ensuring the safety and cleanliness of the school.

EYFS provision

Children progress well from their starting points with most meeting the UK expectations in all areas of learning. Provision for children is of a high quality. Children settle quickly into routines and enjoy coming to school. Teachers and support staff provide a dynamic curriculum that excites children and extends their learning. Staff get to know the children quickly, ensure that they care for the children's well-being and adapt learning continuously to build on their interests and needs.

The provision is extremely well led. Excellent relationships exist within the centre amongst staff and children and with parents. The centre provides excellent learning opportunities and resources both inside and outside classrooms and is well equipped with resources of high quality.

Staff monitor all children's social, physical, emotional and academic progress carefully and plan work in response to emerging needs. Children make at least good progress as a result and their personal development and interest in learning are outstanding. They love to learn and excellent arrangements are made for when they move into the lower school. They are exceptionally well prepared for the next stage in their learning.

Compliance with regulatory requirements

The Banda School, Kenya meets all of the required standards except those that would be in breach of Kenyan laws. It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

Assessment information gathered from commercial tests is not sufficiently well matched to the demands of the common entrance examination. It does not provide an overall framework of reliable evidence for establishing precise targets for pupils' learning. Leaders should determine how standardised tests and teachers' assessments can be best combined to track progress so that meaningful targets can be set and pupils' progress monitored accurately.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education	X			
How well the curriculum and other activities meet the range of needs and interests of pupils	X			
How effective teaching and assessment are in meeting the full range of pupils' needs	X			
How well pupils make progress in their learning	X			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
--	---	--	--	--

Leadership and management

Overall effectiveness of leadership and management	X			
--	---	--	--	--

School details

Name of school	The Banda School Kenya
Type of school	Co-educational, day
Date school opened	September 1966
Age range of pupils	15 months-13 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	452
Number on roll (part-time pupils)	60
Annual fees Nursery depending on days of attendance	148176- 270000 shillings 302, 400 shilling (Reception) to 696, 600 shillings (Years 3-8)
Address of school	P.O. BOX 24722 Nairobi, 00502 Kenya Physical Address - Magadi Road, off Langata Road
Telephone number	+254709951000 +254205131100
Email address	office@bandaschool.com
Headteacher	Mrs. Alison Francombe
Proprietors	Mr DGM Hutchison

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards

- 1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- 2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do, and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then, we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Education Development Trust
16-18 Duke Street
Reading
RG1 4RU
UK

Report reference no: 4/33/2023