



SCHOOL INSPECTION SERVICE

BRITISH SCHOOLS OVERSEAS (BSO) INSPECTION REPORT FOR ST ANDREW'S PREPARATORY SCHOOL, TURI, KENYA

The key inspection judgements for this school are:

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

Compliance with the British Schools Overseas Standards:

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

Dates of inspection: 9-10 October 2017 and 31 January - 1 February 2018

SECTION A: SUMMARY OF MAIN FINDINGS

St Andrew's Preparatory school meets all the standards for British Schools Overseas (BSO) except those precluded by Kenyan law*. The school provides a good quality of education for all pupils and enables them to make good progress. Pupils are diligent and effective learners who enjoy their studies and are developing the skills to become self-motivated independent learners. Teaching is good. It was excellent in a significant number of lessons seen, where a driving pace enthused pupils, producing rapid progress, but in some classes the pace of learning slowed during transitions between activities. Achievement is generally good, although some pupils need to improve handwriting, punctuation and grammar. Teachers' marking helps them to do so. The recently introduced assessment system is good and allows for very close monitoring of pupils' performance. The curriculum is broad and balanced, with co-curricular activities and visits which enhance significantly the educational experience for all pupils. Many aspects of the school's provision for pupils' personal development are excellent and help them to develop strong Christian and British values that will guide them through later life. Pupils learn about British institutions and services but these studies have only recently been brought together into a coherent programme. The school's recruitment and vetting procedures are exemplary in their thoroughness. Policies and procedures for ensuring the health, safety and welfare of all pupils and boarders fully meet the BSO requirements. The quality of the boarding experience is good and helps the young people to develop tolerance, independence and resilience. Boarders are supervised appropriately, well-nourished and cared for by trained staff, helping them to stay fit, active and healthy during their time in school. Leadership, management and governance of the school are good and effective in driving forward improvement. The school's educational provision has greatly benefited from the headmaster's inspirational leadership, both in relation to the rapid bringing together of staff, the large majority of whom have only recently arrived in the school, and in his clear vision for the long-term progress of the school and the development of strategies to achieve this. The school has established an excellent partnership with parents, and governors have been active in finding funding to support improvements to the teaching and boarding accommodation, as well as in strategic planning for the future of the school.

Much excellent work has been done by leaders and governors between the start of this inspection, which was interrupted, and its completion three months later. All governors have undergone training relevant to their role on the Governing Board and are thus able to undertake their monitoring and advisory functions effectively so that they can both assist senior managers and hold them to account for the success of their work. Improvements have been made to provision for pupils' welfare, health and safety. The school has good capacity to improve further.

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

RECOMMENDATIONS FOR IMPROVEMENT:

To secure further improvement, the proprietor should:

- secure improvements to pupils' handwriting, punctuation and grammar;
- ensure that the transition from one activity to another is always managed effectively so that the pace of learning in lessons is sustained; and
- ensure that all pupils gain a good knowledge and understanding of British institutions and services by implementing the new programme.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

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

In reaching their judgements, the inspectors observed lessons, held meetings with the proprietors, staff and pupils, scrutinised a sample of pupils' work, examined the website, relevant documentation and records, and reviewed responses to parents' and pupils' questionnaires completed before the inspection.

This inspection had to be curtailed, owing to political events in Kenya. With the agreement of the school the inspection resumed three months later, during which time the school had rectified weaknesses which had been identified previously and made further improvements.

The inspectors were:

Reporting Inspector:	Mr Ted Cohn
Team inspectors:	Dr Martin Bradley and Mrs Jane Cooper

INFORMATION ABOUT THE SCHOOL:

St Andrew's Preparatory School is an independent co-educational school for pupils between the ages of five and thirteen years. It is situated in the Kenyan Highlands in the county of Nakuru, some 200 kilometres north west of Nairobi. St Andrew's Senior School, which was not inspected, is on the same site. The school was founded as a non-denominational Christian foundation in 1931 and has retained the strong British and Christian ethos of its founders. The great majority of pupils are full boarders, but the school also has a few weekly boarders and day pupils from families in the local area or whose parents are members of staff. About 40% of pupils come from families who live outside Kenya, with the largest proportion coming from Uganda, other East African countries and Nigeria. The school also welcomes pupils from families of many other nationalities. The school has 244 pupils on roll, of whom 131 are boys and 113 are girls. The composition of the school has changed in recent years, with fewer pupils starting at the school before the age of seven years old and more coming to the school at eleven years old. The great majority of leavers go on to the senior school. The school has identified 28 pupils with Special Educational Needs and/or Disabilities (SEND) and 43 who are able, gifted and talented (AGT). Only three pupils are identified as having English as an additional language (EAL) needs. A few pupils are out of age group, usually in the class a year younger than their chronological age. The school is a member of the Independent Association of Preparatory Schools (IAPS) and was last inspected by an IAPS team in 2011.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Pupils' learning and achievement

Pupils' learning and achievement are good throughout the school. They quickly develop good basic literacy and numeracy skills and from an early age make good oral contributions in the classroom. The vast majority of pupils come from homes where English is spoken regularly and they quickly learn to read and write or develop literacy skills further, where they already have them. The few pupils who have particular learning needs, including special educational needs and/or disabilities (SEND) or English as an additional language (EAL) are quickly assessed and given effective support so that they make rapid progress. Those pupils identified as able, gifted and talented (AGT) make good progress in lessons and benefit from extra tuition and coaching in Years 7 and 8 to prepare them for scholarship examinations. They also have various opportunities to explore and develop further their achievements through the 'genius hour', in which pupils can work on what is termed their 'passion project': a two-hour weekend activity where they can work on a particular theme, chosen to challenge and extend them. Various outside activities such as science fairs, competitive sport, music concerts and art exhibitions are also organised to enhance their progress.

The scrutiny of pupils' work indicates good achievement commensurate with that of pupils of similar ages and abilities in English independent schools. The school's assessment data which track pupils' achievement against cognitive ability tests, through subject based criteria and teacher assessments demonstrate consistently that pupils are achieving well in relation to their ability. Pupils have good understanding of numerical and scientific concepts, and they are creative, musical and show good sporting ability. They read with understanding and can write in a range of contexts, but there are two areas where pupils' literacy skills are not so well developed. Handwriting is variable, so the presentation of work does not always match the quality of its content, and insufficient attention is sometimes paid to correcting errors in spelling, punctuation and grammar.

The quality of pupils' learning is good. They are interested in what they do, cooperate well with each other in small group work and enjoy learning. They are diligent, listen carefully to instructions and to each other and generally concentrate well, but can be a little tardy in settling down to work after moving from one activity to another and younger pupils can lose focus when they are working on their own. All the pupils are developing the ability to be self-critical in assessing their strengths and areas that they can improve, and are helped in this by teachers' careful marking and the detailed assessment system. Pupils' learning also benefits greatly from the excellent relationships they have with teachers and the strong encouragement they get from them, giving pupils confidence in themselves and in their ability to achieve well.

The quality of teaching and assessment

Teaching and assessment are good throughout the school and this helps pupils of all abilities to make good progress in their learning and achieve well. Lesson planning is of a high quality, with clear and achievable learning objectives, often carefully differentiated to address the varied learning needs of individual pupils. The activities to support learning objectives are well chosen and those pupils with SEND or who are AGT are frequently identified, with a short description of their particular learning needs, to ensure that the tasks planned effectively challenge and support them appropriately. The activities very frequently include paired and/or small group work, so that pupils can learn from each other, and the detailed planning helps to ensure that lessons are well organised and purposeful.

The consistently good quality of teaching is reflected in teachers' excellent subject knowledge and their high expectations of pupils' achievement. This is supported by the judicious use of subject specialist teaching, even for younger pupils, which inspires interest and secures rapid progress. Pupils with SEND receive helpful guidance from the learning support department and teaching assistants make a significant impact on their progress and confidence. In the best lessons the teacher's easy command of teaching material is combined with a driving pace, generating great enthusiasm and at times excitement. In other lessons pupils remain enthusiastic and diligent, but the pace of learning sometimes drops during transitions from one activity to another, or where a teacher or teaching assistant is not directly involved in working with a small group. Plenaries at the end of lessons are used effectively to consolidate learning and to check on pupils' levels of understanding. Teachers manage pupils' behaviour very well so that there is very little disruption to learning in lessons. Relationships between teachers and pupils and amongst pupils are excellent. Teachers treat pupils with courtesy and respect and encourage openness and honesty in discussion and debate. In this way they create an ethos where Christian and British values flourish and which is antithetical to radical and extremist views.

The quality and use of assessment support learning effectively. The school has an excellent marking policy. Teachers' marking is always encouraging, often identifies what pupils have done well, and provides guidance about how they can improve their work. The pupils also appreciate the verbal feedback they receive from teachers. The school's recently introduced assessment system uses standardised cognitive ability and subject progress tests, together with teacher assessments, to track pupils' learning and achievement very closely. These data are used effectively to set appropriate and achievable learning targets for pupils, to which they respond well. This recently introduced system is proving very effective in helping pupils to sustain progress in their learning and achievement, as well as keeping parents well informed about the progress that their children are making.

The quality of the curriculum

The quality of the curriculum is good. In Years 1 to 6 it is based on the English National Curriculum and in Years 7 and 8 on the Independent School Examination Board's (ISEB) Common Entrance curriculum. The curriculum is broad and balanced throughout the school providing good learning opportunities across the full range of educational experiences, including religious education and information and communication technology (ICT). The curriculum has a

strong focus on developing pupils' literacy and numeracy skills, particularly when they are younger, so that they are able to access a wide variety of subject material as they move through the school. The importance of listening and speaking skills is also emphasised strongly. The acquisition of good basic skills helps pupils of all abilities to make good progress.

Long and medium-term curricular planning is thorough and sharply focused on providing learning experiences that help pupils of all abilities to make good progress in the subjects and areas that they study. The school's policy on spelling, punctuation and grammar is sound in many respects, but does not provide sufficiently clear guidance about the best ways of improving pupils' competence in these important technical aspects of English. Other planning focuses closely on how to meet the needs of pupils with SEND and how to extend and challenge AGT pupils, drawing on the considerable expertise of the learning support department and their perceptive analyses of individual pupils.

The school has an extensive and varied range of co-curricular activities, both before and after school and at weekends, which enhance significantly the pupils' educational experience. These include activities for Cubs, Brownies, Scouts and Guides; a large number of sporting activities, including matches against other schools, and numerous musical activities. A high proportion of pupils learn to play an instrument and there are brass, wind and string ensembles who come together to form a school orchestra. Singing is particularly vibrant and a particular highlight was hearing the senior choir sing in assembly.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is good and the school's provision for spiritual, moral, social and cultural development has many strong features. As the school is founded on Christian and British values, the spiritual and moral development of pupils is a key aim of the school. As they move through the school, pupils develop an increasing self-esteem and self-confidence because they feel valued. Their achievements are recognised by teachers and the school through praise and awards, clearly evident in the handing out of certificates for achievement in a wide range of areas at an assembly during the inspection.

Pupils' moral development is excellent. From an early age they develop a clear sense of what is right and what is wrong, thus laying the foundation for moral and ethical codes of conduct. This is further developed through learning about the tenets of the Christian faith and the importance attached to moral behaviour, and the need to behave responsibly and with due care for others. Pupils also learn much about moral and social development from the courteous and respectful manner in which teachers interact with them, providing excellent models for them to emulate. Through work in PSHEE, assemblies, history and citizenship, pupils develop a growing understanding and respect the law, human rights and care of the environment. They learn about Kenya's administration, political and legal system, international relations and economy. Pupils also learn much about British institutions through the splendid current affairs news broadcast once a week at assembly, where clips of important news about current events are

shown, augmented by outside speakers, teachers' input and pupils' family knowledge. However, these disparate sources of information have only recently been brought together into a coherent and comprehensive programme. This needs to be implemented consistently so that all pupils develop a good knowledge of key British institutions and services and how they function.

The social development of pupils is good and the great majority of pupils get on well with each other in lessons and around the school. Occasional cases of bullying have occurred, but these have been dealt with speedily and effectively, using the school's excellent behaviour and anti-bullying policies. Whilst the Kenyan Constitution protects the rights and fundamental freedom of all people without exception, protected characteristics such as gender reassignment, civil partnership and same sex unions are not recognised in Kenyan law. The school provides age-appropriate sex and relationships education, which satisfies the spirit of the Standard in the context of Kenyan legal jurisdiction.

Pupils come from a wide variety of cultural backgrounds, which provide an excellent resource for learning and for celebrating cultural diversity. This understanding is further extended by what pupils learn about other societies through time and place in history and geography, through the school's promotion of a culture of tolerance and harmony and through school trips. The school's exchange with the Maasai Academy develops pupils' understanding of local culture and fundraising for the local community reminds pupils of the Christian moral imperative to support those less fortunate than themselves.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The provision for safeguarding pupils' welfare, health and safety is good with some outstanding features. Some weaknesses had been identified at the start of the inspection but the school has now rectified them all.

The school has an extremely clear and rigorous procedure for the safe recruitment and vetting of all personnel. All the necessary information is fully recorded on a single central register. Well-ordered, confidential staff files provide evidence that the school's recruitment policy is robust and implemented consistently.

The school takes extremely seriously its duty to safeguard and care for its pupils. It has a full range of policies relating to all aspects of safeguarding and child protection, including anti-radicalisation, and all staff have received appropriate and up to date safeguarding training. The Designated Safeguarding Lead (DSL) and her deputies have senior management roles and are allocated sufficient time to discharge their duties. They have all been trained to a higher level including in a range of additional aspects such as female genital mutilation (FGM), and many other members of staff have also completed additional online training in aspects of safeguarding. There is a range of adults to whom pupils can turn for help and advice. Policies are implemented fully and enable staff to identify promptly and deal effectively with any concerns which arise. The school is an active participant in the Child Protection Advocacy Network (CPAN) in Kenya, which enables schools to draw on the knowledge and advice of experts to create a team around

a child needing support in much the same way as a multi-agency safeguarding hub (MASH) in the UK would do. Child protection records are clear and well-ordered, thus ensuring that swift action is taken as required. The DSL keeps the link safeguarding governor informed of cases which arise and makes a termly safeguarding report to the governing council. The governors have undertaken a significant amount of training in safeguarding, including advanced training for those with lead oversight for safeguarding and boarding. They now have the requisite knowledge to carry out their monitoring roles effectively and hold to account those with key safeguarding responsibilities in the school.

The school has a clear and appropriate policy for e-safety. Pupils are not allowed access to smartphones, nor to the internet other than for research via networked computers which have appropriate firewalls. Importantly, all pupils receive clear advice on the dangers of cyber-bullying and the improper use of social media, and are taught how to keep themselves safe online.

The system for rewards and sanctions has recently been rationalised and improved. It is clear and well-understood by all. Careful recording and data checking enables senior staff to monitor the consistency and fairness of its implementation. Pupils are praised through the award of 'leadership stars' for their good conduct and contribution to the school community. Sanctions are based on restorative justice and pupils are encouraged to learn from their transgressions. Where instances of bullying occurred early last term, the school investigated them fully and dealt extremely robustly with them. Pupils' behaviour in lessons and around the school is good. A clear record of all rewards and sanctions is kept and this is used effectively by senior staff to identify patterns of behaviour and target appropriate support.

There are good medical arrangements for dealing with sick and injured children, which are described more fully in the boarding section of this report. The admissions records are maintained appropriately. Pupils are well supervised at all times, but also given freedom to play during free time. The school's systems for monitoring attendance and following up any internal absence are extremely robust, thereby ensuring that a missing child could be identified quickly. Lock-down procedures are effective. The school holds regular fire and emergency drills. Fire equipment is checked regularly, and staff know how to use it.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The leadership and management of the school are good. The headmaster provides inspirational leadership, having a clear vision of long-term development and the strategies to achieve its success, and is well supported by his senior staff. He has planned the integration of the many new staff with longer serving staff in a way that has brought them together as a unified team very quickly. At the same time, he has ensured that new staff have a full and appropriate induction to all aspects of the school. In doing all of this, the headmaster and his senior team have helped to create a school ethos that embeds British and Christian values in its principles and practice. They have worked successfully to ensure that the school's pupils are diligent, well-behaved, good learners who achieve well and grow into responsible and caring young people. Senior leaders have rectified all the shortcomings originally identified by inspectors in aspects of safeguarding pupils' welfare, health and safety. Improvements have been made

to the school's accommodation and premises and the boarding environment has been developed and improved considerably in the last year.

The school has a strong commitment to the professional development of its staff, both in the school, related as for example, to the introduction of a new appraisal system or the effective use of plenaries for assessment of learning. Staff development is also available through the group of Kenyan schools with which the school is affiliated, particularly in the areas of subject teaching and learning support. Some staff are undertaking formal English qualifications in middle and senior leadership and management. The school also makes effective use of online courses, such as in safeguarding, to extend and develop staff expertise. This combination provides a rich variety of staff development opportunities.

The school provides pleasant and appropriate accommodation for teaching and boarding, which is well maintained. A continuing upgrading of teaching facilities, such as those for music and science, is materially improving resources for teaching and learning. The extensive and well-maintained grounds provide excellent opportunities for a very wide range of extra-curricular activities. Managers have attended quickly to issues of health and safety by restricting access to the lake in the grounds and improving the external lighting in the school. Leaders and managers have ensured that all the BSO standards are now met.

Partnership with parents

The school's partnership with parents is excellent. In the online survey the parents responded very positively to questions about all aspects of their children's education and welfare. The school website provides a helpful and informative source of information about school policies, events and other undertakings, which permit access through a special parental portal. Parents are very well informed about their children's educational progress and well-being through half-term grades, consultations and written reports. In addition, during the regular weekends where parents visit their children at the school, staff make themselves available for consultations with parents. The school's complaints procedure is clear and appropriate. No formal complaints have been received recently.

Governance

Governance is good and effective. The governors have done much to support the development of the school, working closely with the senior leadership team. They have successfully ensured funding for refurbishment of accommodation and the development of educational facilities for pupils, together with the creation of an ambitious but achievable school development plan that should guide and support the school well in its further development and improvement. They give freely of their time and clearly have the best interests of the school at heart. Governors have been quick to recognise the greater responsibilities placed on them by the BSO standards and have rectified previous weaknesses so that all the BSO standards are now met. The Governing Board has reorganised its work and reviewed the responsibilities of individual members, ensuring that those with particular responsibilities have undertaken appropriate further training and have

the requisite time to fulfil their monitoring and advisory roles effectively. All governors have undergone safeguarding training. As a result of the improvements, individual governors say they feel re-invigorated and confident that the Board can discharge effectively its enhanced role. As a part of the governance review, the governors have recognised the need to develop the Board's expertise in education and law and are busy recruiting governors with the relevant experience. This will give the Board strong capacity to drive forward future developments.

6. THE EFFECTIVENESS OF THE BOARDING PROVISION

The quality of the boarding experience is good, with some excellent features. This was not so at the beginning of the inspection, when some significant health and safety issues required urgent attention. All of these issues have been dealt with successfully, so that boarding now fully meets all the BSO standards. A governor with responsibility has been appointed. She has received higher level safeguarding training and has appropriate experience of boarding to carry out her role effectively. A programme of visits to boarding houses has been arranged, during which time the governor looks at all aspects of boarding and holds discussions with senior staff about how they are ensuring that all the BSO boarding standards continue to be met.

Almost all pupils board at St Andrew's. The provision is divided into four boarding houses for senior and junior boys and girls, and these are similar in layout, comfortable and well-maintained. All houses are run effectively and have well-established boarding routines which work well. Matrons are dedicated to the boarders' care and ensure that they are supervised appropriately, well-cared for and provided with clean laundry. Over the last year the school has undertaken considerable refurbishment to the boarding accommodation, with the aim of creating smaller dormitories that are more homely and which the children can personalise. Boarders have a good amount of personal space and all of them have a lockable place for their possessions. Fire practices take place termly during boarding time as required.

The boarders are polite and friendly. A broad range of co-curricular activities and an organised weekend programme enable them to develop strong personal interests and leadership skills. Among these are a wide variety of excellent musical and sporting opportunities. All boarders are members of the scouts or guides, where they learn teamwork, self-reliance and leadership skills. The school has a strong Christian ethos and weekend activities include a chapel service and a bible study group.

The school has clear systems for the management and development of boarding through its senior staff. Induction and detailed information are provided via the 'New Boarders' Guide and the Boarding Handbook, both of which are useful and comprehensive documents. Senior pastoral and boarding staff are skilled and experienced professionals. They were highly effective in investigating an incident of bullying in the senior boys' house at the start of the academic year. They have also been vigilant in tackling the aftermath to prevent reoccurrence and enable those involved to understand the damage that bullying can do to both victim and perpetrator. The tutorial team is involved in boarding routines. This reduces the

divide between academic and pastoral elements and ensures that boarders have a range of adults to whom they may turn with their concerns. Equality is promoted strongly. Boarders are able to contact their families in privacy, but are not allowed to bring smartphones to school. The school welcomes boarders' views and acts on them, for example by including more enjoyable outdoor experiences for scouts and guides at the children's request.

Medical care is excellent. The school doctor lives on site and supervises the sanatorium, which has appropriate facilities for the care of sick or injured children. He is well supported by the nursing team, so that there is qualified medical care available to boarders on site 24 hours a day. There is also good access to specialist medical practitioners when required. Medication is suitably labelled, stored appropriately and dispensed safely. Records are well kept. Boarders with chronic conditions and allergies are well-known to staff and receive a high level of care. The school has a clear policy for the administration of first aid. School staff have received basic first aid training and first aid kits, located around the school, are checked and replenished regularly.

Catering services are very good. Children are provided with good-quality, varied and nutritious meals and snacks at appropriate times of the day. Fruit is available with all meals and snacks. The school's water supply is tested regularly, and water is available to pupils at all times. All special dietary needs are catered for well. The kitchens and food preparation areas are well-equipped. They are inspected regularly by the relevant Kenyan authorities, and kitchen assistants undergo the required health checks at regular intervals, so that the arrangements conform to local standards.

SCHOOL DETAILS

Name of school:	St Andrew's Preparatory School, Turi		
School association:	IAPS		
Status of BSO application:	First Application		
Local ages of compulsory schooling:	From: 7 to 18 years		
Age range of pupils:	From: 5 to 13 years		
Number of full-time pupils on roll:	Boys:131	Girls:113	Total: 244
Number of part-time pupils:	Boys: 0	Girls: 0	Total: 0
Number of pupils (if any) registered locally as needing educational or medical support:	Boys: 0	Girls: 0	Total: 0
Address of school:	Private Bag, Molo 20106, Kenya		
Telephone number:	+254735337736		
Email address:	officeprep@turimail.co.ke		
Website address:	www.standrewsturi.com		
Headteacher:	Mr Fergus Llewellyn		
Proprietor:	St Andrew's School, Turi Ltd		
Chair of Governors:	Mr Michael Moragia		
Date and type of previous BSO inspection (if any):	The school was last inspected for IAPS 9-11 October 2011		

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