



## **SCHOOL INSPECTION SERVICE**

### **BRITISH SCHOOLS OVERSEAS (BSO) INSPECTION REPORT FOR PEMBROKE HOUSE SCHOOL, GILGIL, KENYA**

#### **The key inspection judgements for this school are:**

<b>The quality of education</b>	<b>Good</b>	<b>2</b>
<b>Pupils' personal development</b>	<b>Outstanding</b>	<b>1</b>
<b>Safeguarding pupils' welfare health and safety</b>	<b>Good</b>	<b>2</b>
<b>Leadership, management and governance</b>	<b>Good</b>	<b>2</b>
<b>Effectiveness of the Early Years' provision</b>	<b>Good</b>	<b>2</b>
<b>Effectiveness of boarding provision</b>	<b>Outstanding</b>	<b>1</b>

#### **Compliance with the British Schools Overseas Standards:**

The school meets the standards required of British schools overseas (BSO) except those precluded by Kenyan law. It also meets the requirements of the Early Years Foundation Stage (EYFS).

**Dates of inspection:** 4 – 6 October 2017 and 2 February 2018

## **SECTION A: SUMMARY OF MAIN FINDINGS**

Pembroke House School meets all the standards for British Schools Overseas (BSO) except those precluded by Kenyan law\*. It also meets the requirements of the Early Years Foundation Stage (EYFS). The school provides a good quality of education for pupils and enables all of them to make good progress. The curriculum is good and meets the aims of the school and the needs of the pupils successfully. It has particular strengths in the development of speaking skills, drama, sport and music and is extended by a very wide range of extra-curricular activities. Standards of achievement are good throughout the school and excellent among the oldest and more able pupils who receive well-directed scholarship support. In the last decade, all pupils have been successful in gaining places at the school of their first choice. About one third of leavers gain scholarships, including academic, all-rounder, sports, music, drama, and art. Achievement in the younger classes is below what is expected for pupils of a similar age in English independent schools, being often constrained by new pupils' limited learning experience when they enter the school after the age of five. Younger pupils read well and, while some aspects of writing, such as spelling and handwriting, require improvement, the school is now working effectively on this. Pupils with special educational needs and/or disabilities (SEND) receive effective support and make good progress. Most of the teaching is good and aspects of it, such as subject knowledge, lesson planning and the pace of teaching, are often excellent. Children in the early years make a good start to their education. Throughout the school pupils' personal development is outstanding and their behaviour is excellent. They develop a strong moral compass, based on Christian values, and are respectful and caring towards one another. They gain an understanding of British institutions and services in various ways, but a more coherent programme of study is needed for younger pupils and non-scholars, and development is now underway. The quality of the boarding experience at Pembroke House is outstanding. The high level of care and excellent relationships in the boarding community enable the children to feel safe, happy and able to succeed. The boarding provision has an outstanding influence on the pupils' personal development by building confidence, character, independence and a spirit of adventure. The school makes good provision for pupils' welfare, health and safety. The recent improvements to the procedures for recruitment and vetting of staff are excellent and ensure that pupils are safeguarded appropriately. The leadership, management and governance of the school are good. Some excellent work has been done by senior leaders and governors between the start of this inspection and its completion to ensure that all the BSO standards are met. Training for staff and governors has been completed. All governors have undergone training relevant to their role on the Council 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. 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:**

The school meets all the BSO standards. To secure further improvement, the governing council should:

- ensure that the school builds on the excellent start it has made to further improve spelling and handwriting throughout the school; and
- continue to develop a coherent programme, which ensures that all pupils develop a better understanding of British institutions and public services.

## **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 (BSO).

In reaching their judgements, the inspectors saw twenty-five lessons. They examined pupils' work in all classes. They observed daily life throughout the school including at break and lunchtimes, and spent time in the boarding houses talking to boarders and staff and observing routines. They examined the school's documentation, records and website, holding discussions with staff and governors. They considered parents' responses to the online pre-inspection questionnaire. The first part of this inspection, conducted in October 2017, found that the school was not meeting some of the BSO standards owing to important weaknesses in its staff recruitment and vetting procedures. At the request of the school, an inspector from the original team returned in February 2018 to consider improvements and determine whether the BSO standards were now met.

The inspectors were:

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

### **INFORMATION ABOUT THE SCHOOL:**

Pembroke House School is an international school with a strong British ethos. It was founded in 1927 as a boys' preparatory school and has admitted girls since 1988. It is located in Gilgil in the Great Rift Valley in Kenya. Since 1959 the school has been owned by a non-profit making charity, Kenya Educational Trust Ltd., with a governing council of seven members. Pembroke House seeks to develop close links with families and a significant number of parents of current pupils attended the school themselves. Its fundamental aims are to help each pupil to develop to the best of his or her ability, with confidence and self-belief, supported by integrity and good manners. Respect and tolerance for others are encouraged, coupled with the capability to lead and enjoy making decisions. There are 233 pupils on roll, of whom 24 are in the EYFS. Eighty-six pupils have identified special educational needs and receive specialist support. Many pupils speak more than one language, mainly English and Kiswahili, although few need extended support for English as an additional language. The school is non-selective and its pupils come from a number of countries, including Kenya, Uganda and Tanzania. The vast majority of pupils board at the school and most go on to boarding schools in the United Kingdom (UK), although some go to schools in Kenya or other countries, including South Africa.

# **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 and all pupils make good progress. All pupils obtain a place at the senior school of their first choice following Common Entrance examinations, and achieve standards commensurate with those of pupils of a similar age in English independent schools. In a number of subjects learning and achievement are outstanding. The most able pupils achieve particularly high standards in English and mathematics throughout the school and in the upper school some extremely good empathetic writing shows pupils' deep understanding of complex issues. In the Year 7 and 8 scholarship sets well-focused coaching enables them to be successful in gaining places to their chosen school. Last year around a third of leavers won scholarships or awards. High standards are also achieved in music, drama, speaking skills and sports. Music is a significant strength, both in class lessons and in extra-curricular work. From an early age, the pupils are able to sing in parts, and maintain good pitch and rhythm. Almost three-quarters of pupils learn to play an instrument and have numerous performance opportunities which give them confidence. Sport is a major part of school life and the pupils enjoy a wide range of sports in the co-curricular programme. Not only do they achieve personal success, including many at scholarship level, but school teams are also very successful in inter-school sports.

The learning support for pupils with identified special educational needs successfully enables these pupils also to make good progress, including those receiving support to develop their self-confidence. A particularly good feature is that pupils who join from other schools, or in the case of younger ones in lower school classes come with little or no prior formal schooling, are assessed effectively and helped to catch up quickly. The robust assessment and tracking system demonstrates that these pupils make good progress.

Pupils read well but some aspects of writing would benefit from more rigorous attention. Phonics work is developed from the EYFS through to Year 3 and continued, where necessary, through learning support thereafter. However, it is not applied in a consistently structured way in all subjects as children move through the school, and this can result in poor spelling in some cases. An appropriate scheme is used to teach handwriting, but the use of a variety of fonts in classroom displays for younger pupils does not reinforce the need for a consistent handwriting style. Cursive writing is not consistently reinforced in all subjects once pupils have moved away from printing. In the last three months senior managers have made considerable progress in addressing this.

### **The quality of teaching and assessment**

Teaching and assessment are good and help pupils of all abilities to make good progress and achieve well. Lesson planning is of a high quality, and is well supported by good staff development and a common planning format which focuses on the individual needs of all pupils, including the more able, those who

have special educational needs and/or disabilities (SEND) and a few who need support because English is not their first language. This ensures that pupils of all abilities are suitably challenged and supported. Clear learning objectives are identified and activities almost always address those objectives effectively, so that pupils make consistently good progress in developing their knowledge, understanding and skills. The helpful guidance of the learning support department, with which teachers work closely, and the effective teamwork between teachers and teaching assistants make an important contribution to pupils' consistently good progress. Effective arrangements identify pupils with SEND and determine the type of help that will best serve their individual needs. Where pupils require specialist outside support, this is provided quickly. The results of tests and assessments are carefully analysed to provide the most effective support through clear individual education plans.

Teachers demonstrate a good command of their subjects and display great enthusiasm. Lessons are well-organised, in some cases with a complex range of activities being managed very effectively. Great enthusiasm and a driving pace of learning are particularly strong features of the best lessons, as is the very effective use of questioning to consolidate understanding and explore ideas. Some of these features are also evident in other lessons. Teachers manage pupils' behaviour very well, engage their interest, and provide clear and interesting explanations. They move around the class and support pupils effectively when they are working in small groups or individually. The excellent relationships between teachers and pupils and amongst pupils, together with the provision of a good range of opportunities for pupils to work individually and collaboratively, create a positive learning ethos in which pupils are enthusiastic, diligent and self-motivated. The school's resources support teaching well and teachers make highly effective use of information and communication technology (ICT) in lessons, although this was not universal. Displays are informative and celebrate pupils' achievement well.

The school has recently introduced an excellent marking policy, which provides very helpful guidance to teachers. It has not been fully adopted by some staff, but where it has been implemented, marking is excellent; encouraging and diagnostic; acknowledging achievement and clearly identifying points for improvement; and suggesting targets for pupils. This quality of marking is more frequent lower down the school than in the classes for older pupils. Pupils also often receive helpful oral feedback, in groups or individually. Assessment data is collected regularly, including from standardised cognitive tests, thus providing benchmarks against which to track pupils' progress and achievement in particular subjects. This data is used effectively to encourage those pupils doing well and to create support for those who struggle. The ISEB examination papers are shared with the pupils' next schools. Careful coaching and practice of examination technique help pupils achieve their places and prepare them well for the next stage of education.

### **The quality of the curriculum**

The quality of the curriculum is good. The school rightly identifies it as being broad and balanced. It is British in character, being based on the national curriculum in England, and following the English EYFS for nursery and reception classes. It is enhanced by the study of drama, French, Latin and Kiswahili,

recently a compulsory requirement in Kenya, but one which the school has been teaching for some years. The study of Kenyan citizenship and history has been introduced recently to meet Kenyan requirements, and aspects of British citizenship are also studied, although the latter is considered in more depth in scholarship work. As the aim for most pupils is to enter UK boarding schools, the curriculum in the upper part of the school is designed to meet the requirements of the ISEB Common Entrance examination and does so very well by providing expert coaching. There is a particularly strong emphasis on speaking and discussion throughout the school, the outcome of which is reflected in the pupils' ability to speak lucidly and with confidence and express ideas and abstract concepts from an early age. Skills and concepts learned in mathematics are linked successfully to work in science, geography and ICT. ICT is well developed: the specialist room is used by pupils from the Reception class upwards. Pupils in Years 7 and 8 can bring laptops to school for use in lessons and these are stored securely at other times. The school's tablet computers can be signed out for specific lessons and this ensures that the skills pupils learn in ICT can be practised in other areas. The school has good and well-regulated policies for the use of ICT by pupils.

There is effective learning support for pupils with identified special educational needs. These include specific disabilities such as dyslexia, and support for pupils who lack confidence or are anxious about their work. There is strong and effective provision for able, gifted and talented pupils who receive scholarship support in Years 7 and 8. These extension lessons are provided by specialist teachers.

A wide range of co-curricular activities enhances the curriculum considerably and includes visiting speakers, visits to museums, field trips, challenges and links with several local charities. The highly successful bi-annual school trip to France extends pupils' social experience and cultural awareness. Valuable extra-curricular activities in sports, music, rhythm and dance, drama, art and craft also enable pupils to develop new skills. The music and drama departments are highly successful: a large number of pupils sing in one of several choirs, learn to play a musical instrument and pass London Academy of Music and Dramatic Art (LAMDA) examinations in speech and drama. Besides a school play and the Nativity play, talent shows and other theatrical events, music concerts and inter-house competitions are held throughout the year. Emphasis on performance supports strongly the pupils' self-confidence. Excellent use is made of the facilities and resources. These include the school theatre, tennis and squash courts, cricket and rugby pitches, stables, a cross country course, a swimming pool and gymnasium, a running track, and an outdoors arena. A good number of inter-school sports matches take place with schools from Nairobi and further afield, including the bi-annual overseas sports tour. Pembroke's sports teams do extremely well and this encourages pupils' competitive spirit and enhances their health and fitness.

## **2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT**

The personal development of pupils is outstanding. The school's core values of dignity, duty and constancy are key features of what the school wishes its pupils to achieve, and they do so very well. Throughout the school pupils benefit from

the strong emphasis on valuing the individual child within the context of a school that has a strong family and community ethos. The staff show great understanding and care, and these factors help pupils to develop a strong sense of self-esteem and self-confidence.

Pupils' moral development is outstanding. They learn the difference between right and wrong. They learn the importance of courtesy and understanding towards each other. Teachers provide good models in the courteous manner in which they interact with pupils and in their insistence on good behaviour at all times. This is reinforced throughout the boarding experience. Pupils know the school rules well and what is expected of them, helping to guide their moral development. The pastoral care system is highly effective and it contributes significantly to personal development. Through work in personal, social, health and economic education, chapel, assemblies and subjects, such as citizenship, history, drama, English, geography and science, pupils develop a growing understanding of the importance of the law and the rights and responsibilities of citizenship in the UK and in Kenya. This provision contributes to the very successful promotion of the school's values, which reflect the best of human values and of British democracy. A specific and well planned part of the curriculum is devoted to ensuring against the radicalisation of pupils. It makes a valuable contribution to developing pupils' core values.

Pupils' social development is also outstanding. Pupils have many opportunities to co-operate and collaborate with one another, and this becomes a natural part of the way in which they behave and interact. Peer assessment and learning to do this sensitively and positively, supports their social development. Evidence from discussions with pupils and scrutiny of records indicates that there is very little bullying in the school. Discussions about early conflict resolution and the importance pupils attach to this, contribute effectively to their development. Prefects play an important role in resolving any problems or issues promptly, which they and younger pupils see as an important part of their role. The various formal roles and responsibilities taken on by pupils are taken very seriously in relation to caring, guiding and supporting others in maintaining the continuing harmony of the community. Pupils also recognise their social responsibilities and their importance in providing care and support for others and ensuring that behaviour does not disrupt social life. The wide variety of extra-curricular activities provides many opportunities for pupils to take on personal responsibility and exercise social responsibility.

The school is highly successful in promoting the best of British values, which are embedded in the Christian ethos of the school and continually reinforced through the practices of staff. Pupils learn about British institutions in a variety of contexts, including talks in chapel and assemblies. Scholarship pupils in Year 8 also learn specifically about the role of Parliament and the current debate about Brexit, for instance. Other pupils did not have this experience and thus did not gain such a coherent and comprehensive knowledge of British institutions and their roles in British society. However in the last three months, senior managers have made considerable progress in expanding the school's 'Thinking and Reasoning' programme which will be the vehicle for its delivery.



Cultural development is also outstanding. 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. The pupils come from a range of cultures. Many opportunities in the curriculum and on trips and visits are used effectively to learn about other faiths and traditions and to celebrate cultural difference and diversity within Kenya itself. Pupils understand, celebrate and enjoy the culturally diverse society in which they live in the school. Sports and other trips provide valuable opportunities for pupils to experience life in different countries and societies. Many links have been established with the local community, including a school for the disabled. These combine with fund-raising allowing pupils to learn about the local community and the lives of those less fortunate than themselves.

The school is highly successful in the personal development of its pupils, so that the wishes of the Founder and the key aims of the school are met. As a result, the school is a harmonious, caring community and pupils leave it well equipped with a set of values that should serve them very well in their future life.

### **3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY**

The school makes good arrangements for safeguarding the pupils' welfare, health and safety. The school is very successful in its safeguarding, care and nurture of all pupils, and they grow into self-confident young people who say that they feel totally safe in school. Behaviour is excellent. There is a clear and appropriate system for rewards and sanctions which is well understood and is operated consistently. Teachers deal swiftly and effectively with bullying, although instances are extremely rare, and pupils insisted that it was not an issue. Relationships between pupils and with staff are exceptionally strong and respectful. Older pupils support younger ones with great care. The comprehensive safeguarding policy covers all aspects of child protection including anti-radicalisation and extremism, anti-bullying and e-safety. The school has appropriate internet filters and strong procedures for ensuring that children know how to keep themselves safe online and understand the dangers of improper use of social media. The safeguarding policy provides clear and helpful information and guidance, and is implemented effectively. All staff, including local support, maintenance and ground staff, have received appropriate safeguarding training. The Designated Safeguarding Lead (DSL) and all other senior staff with key safeguarding responsibilities have been trained to a higher level and are allocated sufficient time to discharge their duties. They ensure that any concerns about pupils are raised promptly through the regular staff 'shout', and this enables early warning signs to be noted and followed up effectively. Internal communication between staff is a strong feature which helps to protect children. Child protection records are clear and well-ordered. The school is an active participant in the Kenyan Child Protection Advocacy Network (CPAN) which provides schools with expert knowledge and advice to support a child similar to the multi-agency working arrangements prevailing in the UK.

Health and safety matters are taken extremely seriously. The health and safety committee reports regularly to the governing Council. A designated member of Council is fully involved in ensuring all aspects are monitored and that maintenance and improvements are carried out swiftly. The school has conducted risk assessments for activities in school and for trips outside. Those for sports are particularly well-considered. All staff and children have had training on what to do in the event of fire, intruder or terrorist attack. Drills are practised termly both during the day and in 'boarding time'; they appear to work well and are recorded appropriately. Fire prevention strategies are strong. Alarms and equipment are checked regularly. The school has an emergency water bowser and fire marshals are well-trained in its use. Regular inspections are carried out by experts, for example on water quality, equipment, premises, hygienic food preparation, and the medical fitness of kitchen staff, as required by Kenyan law. The school acts swiftly on all recommendations.

Medical arrangements are very strong. The policy for medical care including for first aid is clear and implemented effectively. All staff have up to date basic first aid training, with many being trained to a higher level. First aid kits are sited in strategic areas of the school and are checked and maintained regularly. The school keeps clear records of accidents and parents are kept fully informed. Attendance and admission records are kept appropriately. Attendance is monitored at three points in the day and any internal absence is quickly followed up. Missing child and lock down procedures are effective. Pupils are well supervised at all times.

At the start of this inspection, three months ago, inspectors identified an important weakness in the school's recruitment and staff vetting procedures which did not meet the BSO standards. This has now been rectified and has resulted in a new and highly appropriate recruitment policy, together with a detailed set of recruitment and vetting procedures which are outstanding in their thoroughness. This is a very considerable achievement and is due to the excellent work of the Bursar, HR Manager and other senior colleagues. The school is assiduous in assuring that its recruitment and checking procedures fully meet those required by both the BSO standards and the Kenyan authorities. The school has conducted appropriate local checks in Kenya and has secured appropriate certificates from police forces in other countries where staff have lived to assure the suitability of its staff to work with children. The school's single central record (SCR) of staff appointments is in excellent order and individual staff files are well-ordered and complete.

#### **4. LEADERSHIP, MANAGEMENT AND GOVERNANCE**

The leadership, management and governance of the school are good. Senior managers know the school's strengths and weaknesses well on a day-to-day basis and they have a broad strategic plan for improving and extending the school, which includes appropriate strategic planning for refurbishment and development of the premises. The premises and accommodation generally provide very well for teaching and learning and additional external lighting has improved pupils' safety after dark.

There are clear procedures for staff professional development. Statutory training is up to date and the staff as a whole is well-trained for roles and responsibilities in school, which has a good impact on pupils' safety, well-being and educational development. There are clear and effective procedures for the performance management of staff and the on-going educational development of the school. The speed and manner of recent improvements demonstrate the commitment and energy of senior leaders and their capacity to generate further improvement.

The school's Christian ethos supports strongly its vision of developing confident pupils with good manners and behaviour. This ethos is shared by the parents, many of whom attended the school themselves.

### **Links with parents**

Communications with parents are regular and the school has an 'open door' policy in addition to scheduled termly parent-teacher meetings during Open Days. It is updating its website and its use of social media communications to extend the already good links with parents. Theatrical and musical events are well supported by parents. There is a cafe on site open to parents and the known local community. Eighty-two parents responded to the inspection questionnaire. Their responses overwhelmingly supported the school's work, reporting high levels of satisfaction. The school has an effective procedure for handling complaints which meets BSO standards and is available on the school's website.

### **Governance**

The quality of the school's governance is good. The school's awareness and understanding of the duties required of the Governing Council has developed considerably in recent months. Council had always sought to support the school, but was previously unaware of the BSO requirements which demand a more rigorous oversight and monitoring of the school's work than in the past. Whilst the governors were in a good position to do so, they did not have sufficient knowledge of the BSO standards and EYFS to provide an effective challenge to school leaders. The Chair of the Council and his colleagues have moved swiftly to ensure that the Council exercises its responsibilities for the oversight and monitoring of all aspects of the school provision effectively. Governors have embraced their enhanced responsibilities enthusiastically and in some cases undertaken further training for the role. The governor with responsibility for safeguarding has formed a highly productive relationship with the DSL, Head of Boarding and the Bursar, making frequent visits to the school, checking policies and practice, and talking to key staff and pupils to ensure that the school continues to meet all the BSO standards and that the children are safeguarded appropriately. Governors are now considering the need to recruit more members to the Council to spread the burden of responsibility more widely and add to its experience and expertise.

## 5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The overall effectiveness of the early years' provision is good. It meets the EYFS requirements and the BSO standards. Children make good progress from their individual starting points and their learning and development are good. The quality of teaching and assessment and the care given to the children are good and enable all children to flourish and grow up in a safe environment. The early years' provision includes the nursery and reception classes and these classes often work, where appropriate, with Year 1. This is a good arrangement, given that children often join the school at different times and so have very different backgrounds and prior experiences of education. They feel safe, are secure and happy. Their personal and social development is good.

The quality of leadership and management of the EYFS is good. The head of early years has a clear view regarding the development of the provision and a number of significant changes have been made, notably to the outdoor environment. Staff supervision is good and the staff are well-managed. Recent training has now enabled all EY staff to have paediatric first aid (PFA) certificates so that a trained member of staff is present at all times should an accident or emergency occur. The children's welfare is promoted effectively as are British and Kenyan values.

The quality of teaching, learning and assessment is good. The teachers are aware of the need to encourage children's independent learning and to support each child as an individual. As children join the school throughout the early years and beyond with very different prior educational experiences, many do not reach the standards expected by the EYFS in England by the age of five. However, those who have attended the school for a longer period make clear progress and are well-prepared for the next stage of their education, having reached the level of national expectation in the England. This reflects the staff's high expectations of the children. All staff have a secure understanding of the age group. Assessment information is gathered on an individual basis and well-recorded by the head of early years. As the statutory assessment requirements of the UK EYFS do not apply, she is seeking to introduce a computer-based recording system to monitor children's learning and progress and this is an appropriate approach. The current system provides information to identify areas where children may need additional support. Parents are well informed about their children's progress and what they can do to support their learning. This individualised approach enables the children to acquire the skills and knowledge to develop and learn effectively so that they are well prepared for the next stage in their education.

The children's personal development, behaviour and welfare are outstanding. There is a positive culture and set of expectations in the early years which promotes children's positive attitudes towards their learning. They become confident and self-aware and develop positive attitudes towards others. Many children attend part-time, and the school works hard to ensure that attendance is prompt and regular. Clear and consistent guidelines for good behaviour are established and the classes are harmonious. The children learn how to keep safe from risks. Personal hygiene and health are very positively reinforced. Children enjoy their time in the EYFS.

The outcomes for children are good. They make good progress from their starting points, not least as a result of the consistent practices across the nursery, reception and, where appropriate, Year 1 classes. Although attainment by the end of the EYFS varies, this is mainly due to some children having attended school for a shorter time than others. However, the excellent social and behaviour basis for learning provided by the EYFS ensures that they are all prepared and able to benefit from the next stage of their education.

## **6. THE EFFECTIVENESS OF THE BOARDING PROVISION**

The quality of the boarding experience at Pembroke House is outstanding. The excellent features of the boarding provision are reflected in the pupils who are happy, confident, well-spoken, polite and outgoing. They embody the school motto of '*Fortuna Favet Fortibus*' (Fortune favours the brave) and live out the spirit of adventure in their enthusiasm for developing new skills and finding a wide range of interests, be it camping in the bush, singing Tallis in the Chapel choir, representing the school at cricket, tennis or a host of other sports, mastering computer coding skills, playing an instrument, sailing, appearing in a play or riding a horse. The opportunities for before and after school and weekend activities are almost limitless, and the dedication of the staff who organise and run them ensures that boarders become well-rounded and interesting young people who are independent, self-reliant and resourceful, and learn how to keep themselves safe and to manage risk. They are naturally competitive but also sporting and have a strong sense of fair play. They are open and friendly; mix readily with one another and are able to speak to anyone of any age from any walk of life. There is a highly developed sense of service in the boarding community with older children actively looking after younger ones. All boarders readily understand that a positive and enjoyable boarding experience rests on the contribution they each make to teamwork by discharging their responsibilities reliably and developing tolerance of and care for others. The contribution of the 'dorm prefects' is particularly noteworthy because they provide strong and caring role models for others. The children work and play hard at Pembroke House; they have fun and make friends for life. They told inspectors that boarding is 'like having a fun sleepover with your friends every night of the week'.

The boarding houses for boys and girls are very similar and both have suitable facilities and are well-maintained to ensure the health and safety of the boarders. Both houses are very well run with clear policies and well-established routines so that boarders are extremely well cared for and supported in all aspects of their personal life. Dormitories are comfortable, open-plan areas where children can relax and staff can supervise unobtrusively. They have personal space for safe storage of belongings and have made it their own with photographs, posters and toys brought from home. Almost all pupils board. There are some very young boarders who are extremely well supported by vigilant and caring house staff and older pupils, so that they quickly acquire independence. All staff are dedicated to the pupils' care. The involvement of the tutorial team in the boarding routines ensures that there is no divide between academic and pastoral staff and means that boarders are very well known to staff, thus enabling any issues to be identified and solved quickly. There is a wide range of adults to whom boarders

may turn for assistance. Boarders do not have smartphones. They do have less sophisticated telephones for calling home in designated times, and children are able to contact their families in privacy at other times if needed.

Medical care is very strong and well-organised. In addition to first aid training for all staff, there is, importantly, qualified nursing care on site 24 hours a day. The nurses also provide cover for home matches. The school doctor visits weekly, and there is good access when needed to visiting specialists, such as the optometrist, podiatrist and dentist. Boarders with chronic conditions and allergies are well-known to staff and receive a high level of care. Medication is suitably labelled, stored appropriately and administered safely by qualified staff. Records are well kept. The sanatorium has good facilities for the care of sick or injured children.

The school ensures that children stay well-hydrated and are provided with healthy, varied and nutritious meals and snacks at appropriate times. The quality of the school food is very good which enables boarders to be well-nourished and stay fit and healthy. Any special dietary needs are catered for well. The kitchens and food preparation areas are inspected regularly by the Kenyan authorities and kitchen assistants undergo the required health checks at regular intervals, so that the arrangements conform to local standards.

The school has clear systems for induction and for the management and development of boarding. Senior boarding staff are suitably skilled and experienced professionals who demonstrate excellent knowledge and expertise in their roles. They ensure that the appropriate boarding policies are developed and implemented and that the staff who contribute to boarding at all levels are well-trained and supported to promote actively the wellbeing of children. Boarders are very well supervised but also given freedom to choose activities and to spend their free time wisely. Emergency policies, for example for missing children, intruders or fire are well-known and rehearsed. There is no discrimination and equality is promoted strongly. The boarders are encouraged to contribute suggestions for improvement, and their views are also canvassed more formally through an annual survey.

The boarding provision meets all the BSO standards.

## SCHOOL DETAILS

Name of school:	Pembroke House School		
School association:	IAPS		
Status of BSO application:	First Application		
Local ages of compulsory schooling:	From: 7 to 18 years		
Age range of pupils:	From: 2 to 13 years		
Number on roll (full-time pupils aged over 5): (part-time pupils aged over 5):	Boys:108 Boys: 0	Girls:101 Girls: 0	Total: 209 Total: 0
Pupils aged under 5 (full-time):	Boys: 4	Girls: 0	Total: 4
Pupils aged under 5 (part-time):	Boys: 13	Girls: 7	Total: 20
Number of pupils (if any) registered locally as needing educational or medical support:	Boys: 0	Girls: 0	Total: 0
Address of school:	PO Box 31, Gilgil, 20116, Kenya		
Telephone number:	+254 20 231 2323		
Email address:	<a href="mailto:admin@pembrokehouse.sc.ke">admin@pembrokehouse.sc.ke</a>		
Website address:	<a href="http://www.pembrokehouse.sc.ke">www.pembrokehouse.sc.ke</a>		
Name of Headteacher:	Mr. Jason R. Brown		
Name of Proprietor:	Kenya Educational Trust Ltd.		
Name of Chair of Governors:	Richard Vigne Esq.		

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.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk).