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part of Independent Schools Inspectorate

# British Schools Overseas (BSO) inspection report

16 to 18 March 2026

## **Braeburn Nanyuki International School**

Cottage Hospital Road

PO Box 1537

104000 Nanyuki

Kenya

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## Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders effectively promote the Braeburn vision to enable learners to be confident, successful and responsible. Leaders know pupils well. They carefully observe and respond to the individual needs of pupils, including when they join at different points during the school year. Pupils work together respectfully and communicate their learning confidently.
2. The proprietors work closely with school leaders to provide effective oversight so that the BSO Standards are met. They offer effective support through established systems and regular reviews to manage risk. Leaders consider the views of pupils, staff and parents to evaluate the school, plan improvements and promote pupils' wellbeing.
3. Leaders plan a curriculum that enables pupils to develop knowledge, understanding and skills across a wide range of subjects. Pupils make meaningful and relevant connections between subjects so that they are engaged and motivated.
4. The school is precluded from meeting the Standards related to the promotion of respect for the protected characteristics of civil partnership, gender reassignment and sexual orientation due to the laws of Kenya.
5. Leaders in the early years ensure that well-planned environments and staff interactions enable children to develop their social, communication and language skills. Staff communicate closely with parents to understand children's needs and adjust provision accordingly.
6. Teachers typically plan lessons well and use a range of resources to support pupils so that they make good progress. However, teachers do not always consistently plan lessons that build on pupils' prior attainment. As a result, in some lessons, pupils, particularly those with higher prior attainment, do not make as much progress as they are capable of making.
7. Pupils who have special educational needs and/or disabilities (SEND) are supported effectively so that they make good progress from their starting points.
8. Pupils who speak English as an additional language (EAL) are generally proficient in English. Leaders closely monitor their progress and provide effective support as needed so that they make good progress.
9. Leaders use a range of effective practices to assess pupils' learning. Assessment practices in the core subjects are regular, thorough and effective. Throughout the school, pupils frequently reflect on their work and make improvements. In creative subjects such as art, design and technology (DT) and music, the lack of assessment means that pupils are not sufficiently clear about their progress or their next steps in learning.
10. The personal, social, health and economic education (PSHE) curriculum is supplemented by 'thought of the week' and 'world view' discussions during registration and assemblies. Leaders emphasise pupils' personal, social and emotional wellbeing so that pupils develop self-esteem and self-confidence. The physical education (PE) curriculum is well planned and delivered. Pupils develop personal and social skills alongside their physical techniques in a range of sports. Throughout the

school, pupils are taught the importance of respect for all. Pupils are kind towards one another and behave well. However, pupils' understanding of different faiths and beliefs is limited. As a result, tolerance and respect for different faiths and beliefs are not promoted as effectively as they could be.

11. The school provides a range of opportunities for pupils to develop an understanding of different careers. Pupils develop their economic understanding through entrepreneurial challenges. Well-planned extensions to the curriculum, including trips and visits, enable pupils to develop an understanding of life in Kenya and in the United Kingdom (UK).
12. The school's safeguarding arrangements are reviewed regularly and monitored for effectiveness. Leaders with designated safeguarding responsibility ensure that staff are aware of their responsibilities to protect pupils from harm. Pupils are taught how to stay safe, including when they are online. They know who they should approach to raise a concern. The school's recruitment procedures are rigorous and checks are recorded accurately on the single central record (SCR) of appointments.

## The extent to which the school meets the BSO Standards

The school meets all the BSO Standards except those which it is precluded from meeting because of the host country's legislation.

- BSO Standards relating to leadership and management, and governance are met.
- BSO Standards relating to the quality of education, training and recreation are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to pupils' social and economic education and contribution to society are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure that teachers consistently build on pupils' prior attainment so that pupils are suitably challenged and make the best progress
- develop assessment practices in subjects such as music, art and DT so that pupils are clear about their progress and their next steps in learning
- strengthen pupils' understanding of different religions and beliefs in order to promote tolerance and respect for those with differing faiths and beliefs.

## Section 1: Leadership and management, and governance

13. Leaders promote a caring and inclusive ethos throughout the school. Staff model kindness so that pupils are polite and respectful to each other. Leaders know pupils individually and foster a close and supportive community. Pupils are respectful and genuinely celebrate each other's achievements.
14. The proprietors, through the executive committee, oversee the school by reviewing policies and their implementation. They scrutinise reports and carry out audits to ensure that the BSO Standards are met. They meet regularly with the headteacher to provide support and challenge. Governors provide effective assistance through an executive principal and a curriculum and assessment co-ordinator who visit the school regularly. These leaders meet with staff, parents and pupils and report to governors. They co-ordinate opportunities for leaders at the school to avail themselves of training so that they are knowledgeable about their roles. They attend conferences to learn from best practice. This enables them to review the effectiveness of different aspects of provision and plan improvements to meet the needs of pupils. For instance, the school has amended its scheme of work in mathematics which has improved pupils' fluency in mental mathematics.
15. Leaders' self-evaluation enables them to take effective steps to promote pupils' physical and emotional wellbeing. They are aware of the potential challenges faced by the relatively high numbers of pupils who join the school for short periods or who join at different times during the year. They work closely with pupils to help them settle in quickly and to develop their self-esteem and self-confidence. Every pupil receives a 'settling in' report within a term of joining so that parents are informed of their child's progress socially and emotionally. This helps pupils to feel motivated and make good progress academically.
16. In the early years, leaders meet frequently with staff to ensure that children's learning and developmental needs are met. They provide effective training for staff to develop children's communication and language skills. Staff are trained to develop structured routines and targeted strategies, such as stories, to help children navigate social situations. This has resulted in improved levels of children's vocabulary and spoken language.
17. Leaders demonstrate a secure approach to managing risk through regular meetings to review provision and identify risks. The proprietors ensure that the risk register is maintained effectively and checked rigorously. Any follow-up actions are taken promptly. Teachers are trained to carry out risk assessments, including for trips, clubs and activities in classrooms.
18. Leaders have developed links with relevant agencies in Kenya and the UK to seek advice which informs their decision-making. Leaders liaise with experts such as speech and language therapists, play therapists and educational psychologists to support pupils' wellbeing. They gather all the information they can from pupils' previous schools and share information with the schools which pupils move to. This helps them to understand pupils' needs and enables a smooth transition.
19. The school's policies are shared with parents or made available via the school's website. Leaders ensure that parents receive regular reports and meet with teachers so that they are informed about their child's progress.
20. Leaders promote equality but cannot promote the protected characteristics of civil partnership, gender reassignment and sexual orientation, as these are not recognised by the law in Kenya. They

provide staff with appropriate training so that staff understand and recognise unconscious bias. An accessibility plan sets out reasonable adjustments to meet pupils' needs, and leaders ensure that all pupils can access the curriculum and premises.

21. The school has an appropriate complaints policy which is implemented effectively. Complaint logs are kept confidentially, and appropriate actions are taken when needed. Leaders ensure that they are visible to parents at drop-off and pick-up times and are available to listen to parents' views and concerns.

### **The extent to which the school meets the BSO Standards relating to leadership and management, and governance**

22. All the relevant BSO Standards are met.

## Section 2: Quality of education, training and recreation

23. Leaders plan the curriculum so that it is broadly aligned to the national curriculum in England. It is reviewed regularly and carefully adapted so that it is relevant to the needs of pupils living in Kenya. Schemes of work typically enable pupils to develop knowledge and skills which are appropriate to their age and stage of development. Leaders plan cross-curricular learning so that pupils understand the context of their learning. Pupils make links across the curriculum and use their skills across subjects. For instance, children in the early years develop their technological skills by programming floor robots to solve number problems. In Swahili and French lessons, pupils make connections between grammar learnt in English lessons and their learning in these languages to develop their linguistic skills. Older pupils develop skills in photography to create imaginative three-dimensional, multimedia artwork.
24. In the early years, staff develop children's social, communication and language skills through effective interaction. An effective phonics programme enables children to recognise and blend sounds so that they progress in reading and writing skills. Older pupils use ambitious vocabulary to express themselves in English. They read and analyse texts from different genres, quoting from the text to support their opinions. In mathematics, pupils explain their reasoning and apply what they know to solve problems. Pupils develop investigative skills using practical resources and equipment in science, recording their observations systematically. In information and communication technology (ICT) lessons, pupils learn to touch type and develop skills to build websites. Pupils develop their creative and aesthetic skills in music, art and DT and through a range of cross-curricular topics and themed weeks.
25. Teachers have good subject knowledge and plan lessons so that pupils gain new knowledge and skills. Teachers typically plan engaging lessons so that pupils are motivated and apply effort. Positive relationships between staff and pupils encourage pupils to contribute to class discussions and ask questions. Teachers cannot teach all aspects of respect for people with the protected characteristics of civil partnership, gender reassignment and sexual orientation, as this is not permitted by the law in Kenya. Pupils communicate confidently and engage positively with teachers and their peers to deepen their understanding. Teachers use good quality resources to engage pupils in learning. They encourage pupils to develop independence by using dictionaries and practical mathematical resources to support their learning.
26. Pupils' needs are identified through a combination of admission information, teacher assessment and ongoing monitoring. The leader of provision for pupils who have SEND establishes communication with parents and previous schools to support transition and the identification of need. Teaching assistants are deployed effectively to provide targeted support in lessons and in small group or one-to-one lessons where needed. Pupils who have SEND are supported through strategies such as introducing topics in advance and the use of visual resources so that they make good progress.
27. Most pupils who speak EAL are proficient in English. Leaders monitor the progress of pupils who speak EAL and provide support such as word banks and visual texts to meet their needs. In the early years, children who speak EAL receive targeted support to develop their vocabulary. Consequently, they make good progress in developing their fluency.

28. Teaching typically enables pupils to apply knowledge through practical activities and real-life contexts, such as comparing Kenyan and British currency in mathematics or researching tectonic movements and coastal erosion in humanities. These opportunities develop pupils' analytical thinking and communication skills. Teachers often include debate, investigations and reflective editing, encouraging pupils to think critically. Pupils are occasionally provided with extended tasks and questioning to deepen their understanding. In some lessons, tasks are not always matched to pupils' prior attainment. As a result, pupils, particularly those with higher prior attainment, are not consistently supported to make the best progress.
29. Leaders use a range of effective assessment strategies to gain accurate information about pupils' attainment and progress in the core subjects. In lessons, teachers ask questions to assess pupils' understanding and clarify misconceptions. Pupils review peers' work and are positive about learning from mistakes. Consistent methods are used throughout the school for pupils to improve their work. For instance, in the early years, children correct their letter formation as a result of feedback from adults. In the prep, pupils reflect on and edit their work following the feedback they receive. In most subjects, teachers give pupils verbal and written feedback so they know what they are doing well and what needs to improve. In subjects such as art, DT and music, assessment practices are less effective. Consequently, pupils do not always have sufficient understanding of the progress they make in these subjects or their next steps.
30. Leaders provide a wide range of extra-curricular activities for pupils to develop new interests, such as aviation or learning life skills in scouts. Pupils attend running club, tennis or choir before school, which helps them to pursue their physical skills and musical talent. Children in the early years learn ballet, where they develop skills of co-ordination and balance. After school, pupils explore Bible stories and develop linguistic skills in Dutch or Spanish. They develop teamwork skills in hockey and basketball or learn martial arts such as taekwondo to help promote self-confidence.

### **The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation**

**31. All the relevant BSO Standards are met.**

**32. BSO Standard Part 1, paragraph 3(j) cannot be met because it is precluded by the host country's legislation.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders and staff promote inclusion by emphasising teamwork and respect for others, including those from different backgrounds. Pupils are encouraged to engage in activities and develop a sense of belonging. Pupils lead assemblies about topics such as diversity, confidently sharing and demonstrating their strengths and what they find difficult. Pupils clearly articulate the benefits of diversity in schools, the workplace and in nature.
34. Leaders develop pupils' spiritual and moral development by introducing a weekly 'thought of the week' linked to Braeburn and British values. Pupils understand the importance of kindness and how to develop values such as honesty and humility. They are taught to respect and appreciate their surroundings and enjoy being outdoors.
35. The PSHE curriculum, supplemented by form time and assemblies, enables pupils to understand what is right and wrong and to develop self-esteem and self-confidence. Children in the early years are taught how to recognise and manage their feelings. Staff create well-organised environments and clear routines to support independence and positive behaviour. Children are encouraged to reflect on their learning and develop resilience when faced with challenge, which promotes their self-esteem.
36. Older pupils confidently share strategies to regulate their emotions and anxiety using sensory-based techniques that are taught to them. Pupils are taught how to develop positive friendships and relationships in age-appropriate ways. Teachers promote respect for others, helping pupils to develop balanced viewpoints in debates and discussions. Pupils demonstrate what they learn through their positive interactions with each other and with adults. They work collaboratively and behave appropriately in competitive and non-competitive contexts.
37. Leaders plan relationships education and relationships and sex (RSE) education for older pupils, with careful consideration of the laws in Kenya. Parents are consulted through workshops and the curriculum is shared with them so that they are aware of the topics taught. Children in the early years are taught how to respect boundaries and learn how to respond if someone breaks those boundaries. Older pupils are taught about the legal age of consent in relation to the law in Kenya and the UK. They are taught how to recognise signs of unhealthy or abusive relationships and how to protect themselves from harm online.
38. The PE curriculum is planned progressively, enabling children to develop gross motor skills in the early years and more advanced techniques in later years. Provision is broad, with equal access for male and female pupils and pupils who have SEND to a wide range of sports, including swimming. In lessons and games, pupils develop values such as resilience and are taught how to think strategically. Pupils are encouraged to evaluate their own progress and engage in self-assessment so that they know how to improve.
39. The school's behaviour policy is implemented effectively. Staff encourage pupils to approach any problems that arise through a restorative, solution-focused approach. Leaders log incidents of behaviour and monitor these in regular discussions with pupils and parents where concerns arise. Pupils have a clear understanding of expectations and behave well.

40. There is a suitable anti-bullying policy in place. Preventative strategies, such as talking through the problem, are used to address emerging concerns so that bullying is rare. Where issues arise, staff respond promptly, providing support to both the pupil and others affected. Pupils know who they can talk to, including the counsellor and wellbeing ambassadors. Wellbeing ambassadors are trained to listen to pupils and know when to signpost them to adults for additional support.
41. Leaders maintain robust oversight of health and safety through regular monitoring and review of procedures. The school's premises are well maintained and support pupils' learning. Maintenance issues are addressed promptly by external providers or site staff. Fire safety procedures are robust and reviewed regularly. Pupils practice fire drills and know how to keep themselves safe in emergency situations. First aid records are maintained and reviewed, with clear follow-up actions recorded. For example, an injury caused by damaged playground equipment resulted in the immediate removal of the hazard and replacement of materials.
42. Staff are suitably trained in fire safety and first aid. Leaders maintain a central 'master tracker' system which records safety checks, risk assessments and compliance with required BSO standards. The lunchtime environment provides a structured space for social interaction with peers and adults. Staff supervise playtime as well as traffic movement and pupil access points. These arrangements help ensure that staff are prepared to respond to incidents and promote pupils' safety.
43. The school maintains an accurate admission register with all the required pupil details. Attendance records help ensure that pupils are accounted for and that any absence is monitored appropriately. Leaders maintain oversight of attendance trends and address concerns with pupils and parents where necessary.

### **The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing**

- 44. All the relevant BSO Standards are met.**
- 45. BSO Standards Part 1, paragraphs 2(A) (1)(b) and 2A(2) cannot be met because they are precluded by the host country's legislation.**

## Section 4: Pupils' social and economic education and contribution to society

46. Leaders promote British values, which include equality and citizenship. Through PSHE lessons, assemblies and 'world view' sessions during registration, pupils develop a basic understanding of democracy. They practise their democratic rights when voting for school council representatives and school leaders. Pupils understand the impact that racism can have through discussions about historical events such as apartheid, the slave trade and civil rights movements, and through texts and poems in English. Host country laws do not permit the promotion of respect for protected characteristics such as civil partnership, sexual orientation and gender reassignment.
47. Pupils learn fundamental facts about major world religions and celebrations during assemblies and registration. However, the breadth and depth of discussions in these sessions are limited. Consequently, pupils' understanding of faiths and beliefs, so that they can develop respect and tolerance for them, is less developed. The programme encourages respect for other people as far as is allowed by the host country.
48. Pupils learn about values such as individual liberty and respect for all, precluding aspects that would contravene local laws such as the protected characteristics of civil partnership, gender reassignment and sexual orientation. Pupils learn about a range of cultures, including those of the Masai and Ubuntu. They develop their social skills by interviewing people who work in a range of roles in the school to understand their jobs and find out about their interests. Pupils know and appreciate the value of being unique. They learn about neurodiversity in assemblies, where pupils confidently share examples of their own successes and difficulties so that other pupils gain a deeper understanding.
49. Children in the early years are taught how to manage their feelings, share resources and resolve problems. They learn life skills through topics such as healthy living and keeping safe. Visitors from the fire service, police, dentists and doctors share information about their jobs so that children learn how adults can help them.
50. In the prep school, pupils are encouraged to think about jobs they would like to do. They learn about careers from visitors such as the British Armed Forces, forensic investigators, florists, marine biologists, conservationists and a Shakespearean actor. Older pupils learn about differences between laws in the UK and Kenya. They gain an understanding of how the criminal justice system and Supreme Court in Kenya work by listening to the experiences of a retired chief justice.
51. Children begin to develop their economic understanding in the early years. They learn about the value of money by playing in role-play areas and spending money in the local supermarket. Older pupils learn how savings and interest rates are calculated by the Bank of England. Across the school, pupils take part in an annual entrepreneurship programme. They apply for a loan from the school to buy materials and make items to sell at the school fair. They learn how to manage budgets and calculate profit. Profits are shared between charitable donations and classroom improvements, encouraging pupils to consider financial responsibility and how they can contribute to their communities.
52. Leaders work closely with colleagues in other schools to prepare pupils in Year 8 for their next steps in education. For instance, the English and humanities curriculum are reviewed together with colleagues in secondary schools so that pupils develop the key skills required. Pupils stay in boarding

houses on school trips to Nairobi which help them to develop independence. Leadership roles such as house captains and opportunities to lead assemblies enable pupils to develop responsibility.

53. The school organises fundraising and the collections of books to support animal charities and a school elsewhere in Kenya. Pupils in Year 7 visit a nearby school, reading a shared text and giving out reading bags containing books, paper and pens. Pupils in Years 4 to 8 can choose to take part in a 'junior dragon award'. They design their own community project, volunteering in a cafe, picking litter or raising money for children in an orphanage.
54. Leaders plan opportunities throughout the curriculum for pupils to develop a broad understanding of life in Britain. For instance, children in the early years compare forms of transport in the UK and locally, including British Army transport and the local railway station. In the prep school, pupils look at similarities and differences between Edinburgh Castle and Tafaria Castle in Kenya. Older pupils discuss case studies from the UK and Kenya when studying geographical features and historical events. Older pupils watch the news on age-appropriate websites so that they understand current affairs and aspects of life in modern Britain.
55. Leaders plan a wide range of opportunities for pupils to enhance their learning through trips and talks from visitors. Pupils visit local landscapes such as mountain environments and forests to develop geographical knowledge and skills. They visit caves to study cultural traditions and art through cave paintings. Pupils visit the local mosque to understand about places of worship. The school invites a range of speakers and local businesses to give talks, particularly during themed weeks. For instance, in science, technology, engineering, arts and mathematics (STEAM) week, pupils learn about topics such as solar power, recycling textiles and sustainable farming. Pupils develop skills in collaboration and decision-making through these projects. They share their learning with their peers and parents in an exhibition at the end of the week, which develops their communication and presentation skills.

### **The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society**

**56. All the relevant BSO Standards are met.**

**57. BSO Standards Part 1, paragraph 2(2)(d)(ii) and Part 2, paragraph 5(b)(vi) cannot be met because they are precluded by the host country's legislation.**

## Safeguarding

58. The school has effective arrangements to safeguard pupils at the school. Leaders work together with staff to promote a culture of vigilance to protect pupils from harm. Governors, appointed by the proprietor, have the required safeguarding training. They have established and maintain effective safeguarding systems and robust procedures to promote pupils' wellbeing. The school's safeguarding policy is comprehensive and closely aligned to UK statutory guidance. Governors carry out regular visits and audits to oversee the school's safeguarding arrangements.
59. Leaders with designated safeguarding responsibilities ensure that they have the required training. Safeguarding records are maintained accurately and securely and are reviewed regularly. Appropriate actions are taken as required and recorded clearly. Leaders liaise with appropriate external Kenyan safeguarding agencies, as well as relevant UK authorities, to seek advice and make referrals when necessary.
60. Leaders provide effective induction training for each member of staff before they join. Annual safeguarding training is supplemented by regular updates and additional online training. Staff are aware of how to deal with disclosures and the necessity to be vigilant. They understand the contextual risks that pupils might face, including harmful behaviour and young people's mental health.
61. Staff are aware of expectations for their own professional conduct relating to behaviour, communication and mobile phone use. They understand when and how to report concerns about adults working at the school.
62. Pupils know a range of trusted adults they can talk to if they have a concern. They are taught how to define healthy and unhealthy relationships and how to stay safe online. They understand the importance of not sharing personal details and are taught how to recognise scams and misinformation online.
63. The school has effective internet filtering systems, which are monitored and tested regularly for effectiveness. Alerts are logged and followed up swiftly and appropriately.
64. The school has robust recruitment procedures in place before adults start work at the school. Checks are carried out and recorded accurately on the single central record (SCR) of appointments. Senior leaders are trained in safer recruitment and carry out regular audits of the SCR.

### The extent to which the school meets the BSO Standards relating to safeguarding

- 65. All the relevant BSO Standards are met.**

## School details

<b>School</b>	Braeburn Nanyuki International School
<b>Department for Education number</b>	000/6295
<b>Address</b>	Braeburn Nanyuki International School Cottage Hospital Road PO Box 1537 10400 Nanyuki Kenya
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<b>Proprietor</b>	Braeburn Schools Limited
<b>Chair</b>	Mr Mukesh Shah
<b>Headteacher</b>	Mrs Emma Gould
<b>Age range</b>	2 to 13
<b>Number of pupils</b>	228
<b>Date of previous BSO inspection</b>	13 to 16 March 2023

## Information about the school

66. Braeburn Nanyuki International School is an independent co-educational day school. It is owned by Braeburn Schools Limited, whose directors are responsible for the governance of the school. The operational management of the school is shared between the school leadership team and key members of the executive committee.
67. The school comprises early years and prep sections for pupils up to Year 8. There are 58 children under the age of five, taught in two Reception classes and two Nursery classes.
68. The school has identified 56 pupils as having special educational needs and/or disabilities.
69. English is an additional language for 96 pupils.
70. The school states that its aims are to develop active, creative and independent minds in pupils so that they are confident, resilient, compassionate and strive to attain their full potential by being the best they can be.

## Inspection details

### Inspection dates

16 to 18 March 2026

71. A team of two inspectors visited the school for three days.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- discussions and observations with the leader of provision for pupils who have SEND
- scrutiny of samples of pupils' work with pupils and with staff
- scrutiny of a range of policies, documentation and records provided by the school.

73. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are British Schools Overseas inspected?**

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

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For more information, please visit [isi.net](http://isi.net)