



**British School
Overseas**
Inspected by Penta International

Inspection report

Banana Island School

**Lagos
Nigeria**

Date
Inspection number

17th -19th November 2025
20251117

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, EYFS, Primary and Secondary were observed and school documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and students. The inspection took place over two days.

The lead inspector, working online, was Susan Eriksson. The team inspector in school was Jon McCarthur.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Banana Island School meets the standards required to be an accredited British School Overseas.

3.1. What the school does well

There are many strengths at the school, including the:

- relationships: effective, empowering relationships are evident at all levels within the school. Staff, pupils, and families work together in a spirit of trust and collaboration, creating a strong sense of belonging;
- ethos and Culture. The school's culture and ethos reflect the mission statement of a happy school with high expectations. There is a welcoming and inclusive atmosphere where everyone feels valued and respected;
- pupil behaviour is exemplary and their engagement in learning - the pupils are keen and engaged in their learning from the very youngest to the oldest across school;
- parents are partners in learning with the school, and they value the clear and focussed communication which enables them to be fully informed about school life.

3.2 Points for improvement

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

- develop cross curricular links between subjects facilitating inclusive active learning strategies;
- develop the capacity of the leadership team to enable more strategic leadership and teacher development;
- expand the current two-person safeguarding team of designated safeguarding lead (DSL) and deputy DSL – ensuring that all members have Level 3 safeguarding training.

4. The context of the school

Full name of school	Banana Island School		
Address	227 Cloise, Banana Island estate, Ikoyi, Lagos, Nigeria		
Main telephone #	+234 8129927447		
Website	www.bananaislandschool.com		
Email	mail@bananaislandschool.com		
Principal	Mr Bradley Sailes		
Chair of board of governors/proprietor	Mrs. Moulin Marriott: Banana Island School Ltd.		
Age range	15 months-12 years		
Number of pupils	Total = 125	Boys = 62	Girls = 63
Pupil numbers by age on date of entry	(0-2 years) 17	(3-5 years) 58	(6-11 years) 47
	(12-16 years) 3	(17-18 years) 0	(18+ years) 0
Total number of part-time pupils	1		

4.1 British nature of the school

The school is organised according to the structures used in UK Schools with separate sections for Early Years Foundation Stage (EYFS), primary and secondary. This organisation mirrors the structure used in UK preparatory schools. Pupils are from 15 months within a nursery setting. The EYFS guidance is followed, as is the National Curriculum for England for years 1 and 2. In preparation for the transition of pupils to British and international senior schools, the Independent Schools Examination Board (ISEB) framework is followed from year 3, from when the children undertake specialist teaching. English is the language of communication throughout the school.

The school buildings are modern and based on “Exemplar Schools for the Future” design commissioned by the UK Department for Education.

The school uses schemes of work from the UK, including *Read, Write Inc*, *White Rose Maths*, *Oxford Owls* reading scheme and the British ISEB curriculum from year 3.

Outside the classroom a wide range of extra-curricular activities are offered.

The school promotes British values and incorporates rights and responsibilities, democracy and government, and respecting differences. This is evident through the proactive student council and personal, social and health education (PSHE) curriculum. Significant British events such Remembrance Day, Bonfire Night, Shrove Tuesday, an Easter Bonnet competition and St Patrick’s Day all take place throughout the year.

A House system is well established similar to those in UK Schools and a school uniform is proudly worn by all pupils.

5 *Standard 1* The quality of education provided by the school

The quality of education provided by Banana Island School meets the standard for BSO.

5.1 Curriculum

The quality of the curriculum meets the standard for BSO.

The curriculum meets BSO standards, reflecting the guidelines of the National Curriculum for England and incorporates the ISEB framework. The ISEB framework is used to prepare pupils for Common Entrance and other examinations to enable them to secure places at British and international senior schools. The youngest pupils follow the Early Years Foundation Stage curriculum with Key Stage (KS) 1 incorporating cross-curricular topic-based learning. The pupils undertake specialist teaching from year 3. The curriculum is broad, and the subject coverage is well balanced between the core and foundation subjects. However, the curriculum from year 3 upwards would benefit from further cross-curricular links, together with immersive, first-hand interactive learning. The emphasis on music and art provides creative learning opportunities. The curriculum is supported by age-appropriate classroom resources. Displays around the school are used to support learning and effectively showcase the pupils' outcomes.

The curriculum is enhanced by an excellent range of extra-curricular opportunities which range from martial arts, drama and theatre, singing, Nigerian language classes and specialist activities such as fencing and taekwondo.

The British values of democracy, the rule of law, individual liberty, mutual respect and tolerance are actively promoted and embedded through the curriculum and well-illustrated by the active and effective student council.

The school's policy and written schemes of work are designed to meet the needs of nearly all students, both in terms of age and aptitude. The primary medium of instruction is English, with a strong emphasis on English usage within lessons and throughout the school environment.

5.2 Teaching and assessment

The quality of teaching and assessment meets the standard for BSO.

Relationships are excellent across the entire school and are a key strength of Banana Island School. Positive relationships, combined with a safe, secure and supportive environment, enable students to thrive in lessons and make the most of their time in school.

Teaching is effective with well-planned lessons which ensure continuous and progressive learning. Children enjoy their learning, and teachers carefully structure their lessons and display sound subject knowledge. The pupils' books are well presented and demonstrate progression in learning. Teaching assistants are deployed effectively and add value by providing targeted support to identified groups of pupils. In specialist lessons from years 3 to 8, pupils confidently use technical language and engage effectively in their learning.

The school has recently employed a full-time special needs coordinator (SENCo). This appointment is having a significant impact, with pupils benefiting from interventions and additional support where indicated. The SENCo has put in place clear procedures for identifying students with additional needs. Where necessary, the pupils are supported through individualised education plans (IEPs).

Assessment procedures are broadly effective, with a focus on pre-assessment and effective tracking of pupil progress. In the best lessons, formative assessment is used to provide timely feedback, aiding the pupils' understanding of strengths and next steps for learning. Peer and self-assessment strategies were evidenced, but increased use of actionable feedback will further support the pupils' interaction with their learning journey.

6 *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the standard for BSO.

Pastoral care is a strength of the school. The school knows all its pupils well and provides a high level of care and support. The school has a strong, family feel to it and this ethos is shared by all stakeholders who articulated how caring and supportive the school is. Pupils reported that they feel safe in school and know that there is always an adult who will listen to them and help them. Staff, pupils, and families work together in a spirit of trust and collaboration, creating a strong sense of belonging. This warmth is reflected in the way people greet each other, support one another, and celebrate successes as a community.

The school has all the required policies in place including safeguarding, behaviour and health and safety. These policies are reviewed and are shared with staff and parents through the parent handbook and the website.

The school delivers weekly assemblies linked to PSHE themes. Key national and international theme weeks, such as Anti-Bullying Week, Mental Health Awareness, and Odd Socks Day, are acknowledged and used to reinforce pupils' personal development. Assemblies are planned termly, but leaders adapt content when needed so that themes respond to emerging issues within the school or to significant external events, including natural disasters.

The school has an active student council. Pupils are well supported to raise funds for charitable causes and for improvements to the school environment. A recent example involved pupils designing a business plan, producing items for sale at a parent fun day, and presenting a profit and loss balance sheet to purchase new playground equipment. This reflects their growing understanding of responsibility, enterprise, and teamwork.

7 *Standard 3* The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the standard for BSO.

The school has a DSL and one Deputy (DDSL) throughout the school. The DSL is the headteacher and the DDSL is the Head of the Administration Department, both of whom have Level 3 safeguarding training.

All staff have annual safeguarding training, however, developing a training matrix and ensuring that safeguarding is frequently revisited in professional development meetings would continue to strengthen the culture of safeguarding. Likewise expanding the designated safeguarding team further would be beneficial.

The school website publishes all required policies including anti-bullying, behaviour, and health and safety. These are regularly reviewed and are always available in hard copy if required. The school has a comprehensive risk assessment policy and risk assessments are undertaken for all activities both on and off site.

Behaviour during the visit across the school was exemplary and pupils reported that they felt safe and supported. Bullying is taken very seriously by the school and pupils knew the definition of bullying and reported that they would never be 'bystanders', but would tell an adult if they saw any unkind behaviour.

The school maintains a daily log of all injuries, accidents and behaviour incidents and these are communicated with parents. Analysing the behaviour incidents and evaluating the impact of the behaviour policy and interventions running within school would further enhance the pastoral care.

There is a secure firewall in place within the school, and the school is in the process of installing monitoring software. However, pupils do not bring their own devices to school, and all computing lessons are delivered in the designated suite.

Arrival and dismissal procedures are appropriately supervised, with senior leaders welcoming the children and families every morning from the front gate into the school. Security guards continuously monitor the main entrance, and visitors are asked to provide ID in exchange for a visitors' badge which are appropriately colour coded to the purpose of the visit. The school has a network of well positioned CCTV cameras, and recordings are available to be reviewed in the case of any incidents.

Supervision of pupils at break times and around the school is excellent. Pupils have access to age-appropriate play equipment and a field area where different year groups mix well. The children's behaviour and attitudes observed across the school were exemplary. Detailed behaviour records are kept by the school with clear policies in place and shared with staff and

available to parents. Pupils feel safe and are confident that issues brought to the attention of a trusted adult would be handled sensitively and effectively. Through regular PSHE and IT sessions, pupils have a good understanding of how to stay safe, including when online.

Attendance is good, with registers well-kept and follow up systems for absences in place. Pupils and parents are urged to maintain 95% or greater attendance record.

The school employs a registered nurse who is fully qualified and maintains clear records of any accident or illness. The nurse currently has a high teaching commitment and expanding the capacity of the medical team is recommended. There are ten Red Cross trained staff first-aiders. With more serious medical issues, the parents are called immediately, and appropriate procedures are followed, and with any medical emergencies are treated by a dedicated hospital on Banana Island. The school proactively promotes healthy eating and has strict policies and procedures.

The school's on-site maintenance team are well led and effective in maintaining a site that is safe and clean. Daily health and safety walks take place and there are schedules for preventative and ongoing maintenance, cleaning, and electrical equipment checks. Toilets and bathroom areas are well maintained and clean. Both swimming pools are cleaned weekly and when necessary, with cleaning chemicals stored safely. Fire extinguishers are well positioned throughout the school, each with a clear record of maintenance. Fire evacuation drills take place regularly and evacuation and exit points, together with the emergency evacuation procedure, are clearly visible throughout the school. A comprehensive Emergency Evacuation Drill Log is kept, complete with comments on any issues encountered for further improvements in the system. A lock-down procedure is in place, but the school should ensure that the lock down drill is practiced with the staff and children at the earliest opportunity, and then systematically thereafter.

8 *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school's proprietor and governing board have a clear vision for the school and have put in place secure systems to ensure the school's succession planning. The board are actively engaged in the school and knowledgeable about the school activities.

The board have undertaken safeguarding training and there is a named safeguarding governor.

The school maintains a single central record, updated at regular intervals. The school follows safer recruitment practices and completes comprehensive safeguarding checks for all employees and contractors.

There is a Single Central Register (SCR) which is maintained and this records all staff employed by the school. Staff contracted to the are also included on the SCR. The DSL checks the SCR regularly and counter checks this with the staff files. All required checks are undertaken including examination of references, requirement for an ICPC for all staff who have ever lived or worked in the UK and Nigerian police checks for all local staff.

The school has a detailed programme of induction for new staff and professional development for safeguarding is an integral part of this induction.

The Governing Board has a robust plan for the performance management of the headteacher, and he is set relevant key performance indicators annually.

Staff retention has improved recently and is in line with most international schools.

9 *Standard 5* The premises and accommodation

Premise and accommodation of the school meet the standards for BSO.

The premises and accommodation at Banana Island School are well designed and very well maintained, being clean and well presented. The accommodation includes a nursery facility, two EYFS classrooms and well-designed outdoor play and learning spaces. Specialist teaching facilities from year 3 include rooms for English, mathematics, science, IT, art and a dedicated music classroom. Sports facilities include two outdoor swimming pools, a sports field and a basketball court close to the school campus. Plans are to utilise the sports fields and tennis courts as the school expands.

Corridor and classroom displays include a good balance of working walls to support learning, and celebratory displays, showcasing pupils' outcomes. Each classroom includes soft areas and age-appropriate books, with the central library currently being enhanced and re-developed.

The EYFS is well resourced and enables all aspects of the curriculum to be appropriately taught. Continuous provision is set up to make the best use of both inside and outside spaces.

The art classroom is in a spacious area and includes an outdoor learning space within the greenery of the school grounds, complete with shading and sinks for washing materials etc. This creates an inspiring learning area.

Bathroom facilities for both staff and pupils are clean and well positioned in each learning area. Drinking water is available at many points around the school. The buildings are well-ventilated with ample natural light as well as good-quality artificial light.

The school clinic is well stocked and medication is securely stored. Pupils with identified medical conditions have full care plans and any medication is administered by the school nurse.

The school has well maintained, attractive and appropriately challenging play areas with a range of small and large equipment suitable for the ages of the pupils. The grounds are wooded and provide the pupils with adequate shade. Outside of school times, the play areas are regularly sprayed to reduce the number of mosquitoes. There is a very high level of supervision during play times. Staff are allocated to specific areas of the grounds to ensure all parts of the site are supervised.

The Facilities Manager and cleaning team ensure that the school environment is maintained to a high standard. The physical environment is always kept clean and safe, and the grounds are very attractive, thoughtfully designed and include a series of sensory garden areas.

10 Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO.

The school is proactive in fostering active parent engagement, through informative parent workshops, fundraising events and regular communications. There is a parent representative group who meet regularly with members of the senior leadership team (SLT) to discuss successes and suggest improvements for the school.

The website is attractive and informative, clearly displaying the school's ethos, mission, vision and key policies. The bi-weekly newsletter helps to keep parents informed.

Parents are highly positive about the school and agree that their children are safe, happy and thrive in the school. They appreciate the senior leaders greeting them at the school gate at the beginning of each day. They feel that staff listen to their views and deal promptly and effectively with any concerns that arise. Inspection evidence supports their views.

Termly parent consultation meetings focus on pupil wellbeing and progress, and pupils receive comprehensive bi-annual reports. Parents are encouraged to leave written feedback for each subject after parent consultation meetings so that any on-going concerns can be followed up.

There is an effective complaints procedure, and the parents know who to go to, should they have any safeguarding concerns. The ready availability of staff to speak with parents enables concerns to be resolved quickly.

11 *Standard 7*

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school implements a clear policy for handling complaints which meets host country requirements and reflects good practices from the UK. The policy is available to all parents via the school website and sets out clear time scales for the management of a complaint following informal and formal stages.

12 *Standard 8* Leadership and management of the school

The leadership and management meet the standard for BSO.

Banana Island School is a friendly, welcoming and nurturing school which places the needs of its pupils at its very heart. The vision of the school is to be a happy school with high expectations for all pupils. The school leadership models a nurturing environment which is underpinned by a strong values-led culture where pupil voice is valued. Relationships are excellent and a key strength across the school. Positive behaviour and attitudes, combined with a safe, secure and supportive environment, enable students to thrive in lessons and make the most of their time in school.

The SLT is very visible around the school and is respected by staff and parents alike. The governing body is supportive of leadership development and has established a partnership with a UK-based National Professional Qualification (NPQ) provider to strengthen the skills of middle and senior leaders. However, both senior and middle leaders carry substantial teaching loads, which limits their capacity to lead their areas effectively or to plan strategically for curriculum improvement.

Senior leaders know the school well, yet they do not consistently provide clear direction or sustained professional development to strengthen teaching. Evidence from lesson observations, book scrutiny, and learning walks is not routinely analysed to identify trends or prioritise areas for staff training. Where professional development does take place, its impact is not consistently monitored or embedded, limiting improvements in the planned development of the quality of teaching.

The school development plan is scheduled for review in 2026. This presents a timely opportunity for leaders to refine priorities and establish a coherent strategy for continued improvement. Given the rapid growth in pupil numbers, leaders should ensure that future planning enables the school to manage expansion effectively while maintaining its values and educational vision.

Clear priorities within the revised development plan could usefully underpin the performance management of middle leaders and teachers, ensuring greater accountability and a coherent and sustained focus on sustained school improvement.