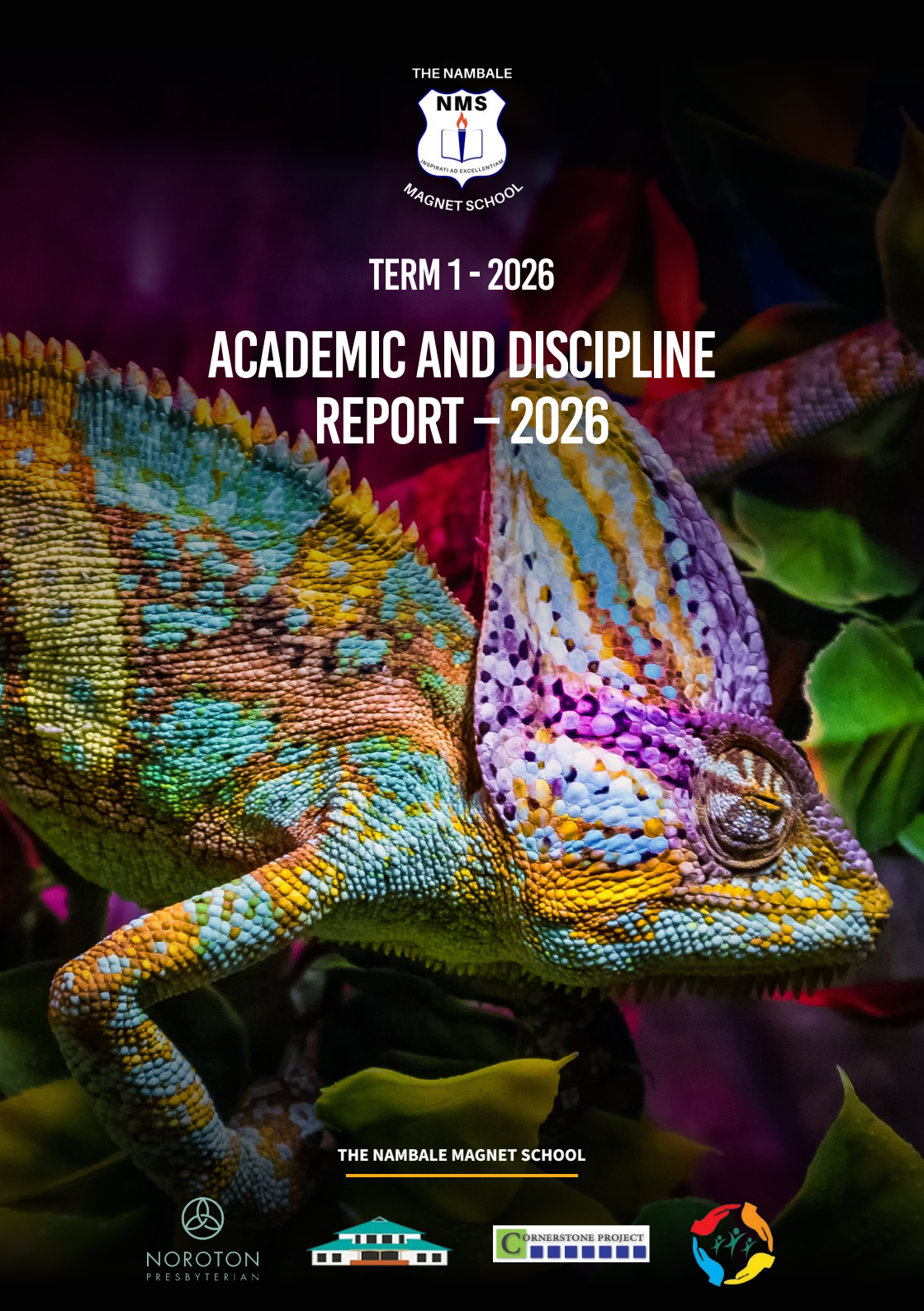


THE NAMBALE

NMS

INSPIRATI AD EXCELLENTIAM

MAGNET SCHOOL

TERM 1 - 2026

ACADEMIC AND DISCIPLINE REPORT – 2026

THE NAMBALE MAGNET SCHOOL

NOROTON PRESBYTERIAN

CORNERSTONE PROJECT

THE NAMBALE

NMS

INSPIRATI AD EXCELLENTIAM

MAGNET SCHOOL

TABLE OF CONTENTS

A Message from the Founding Director 3

A Message from the Headteacher 4

1. Introduction 5

2. Opening and Admission 5

3. Academic Programmes 5

    3.1 Academic Programmes 5

    3.2 Assessment and Monitoring of Learner Progress 5

    3.3 Learner Support and Academic Performance 6

4. Co curricular Activities 6

5.0 Parental Involvement 6

6.0 Infrastructure and Resources 6

7.0 School Farm and Income Generating Activities 6

    7.1 Community Outreach and Capacity Building 7

8. Lessons Learned 7

9. Way Forward 8

Conclusion 9



A MESSAGE FROM THE FOUNDING DIRECTOR

On behalf of the Board of Management and the entire Nambale Magnet School community, I am pleased to reflect on the progress made during Term One, 2026.

This term reaffirmed our founding vision of providing quality education that is academically strong, socially responsible, and environmentally sustainable. Teaching and learning activities progressed steadily, supported by committed staff, structured academic programmes, and continuous learner assessment. I am encouraged by the improvements observed in learner performance and the deliberate efforts to support those requiring additional academic assistance.

Equally important has been the growth of our sustainability and income generating initiatives. The school farm continued to support food security for our learners, while innovations such as Black Soldier Fly farming, biochar production, and vermiculture strengthened our integrated farming model. These initiatives not only reduce operational costs but also provide practical learning opportunities and extend skills training to the surrounding community, particularly youth and women groups.

I sincerely appreciate the commitment of our teachers, the cooperation of parents, and the continued partnership of our donors and collaborators. Your support continues to make a meaningful difference in the lives of our learners and the wider community. As we move forward, we remain focused on strengthening academic outcomes, expanding sustainable practices, and ensuring long term impact.

Thank you for walking this journey with us.

Rev. Evalyn Wakhusama
Founder and Director
Nambale Magnet School



A MESSAGE FROM THE HEADTEACHER

I am pleased to present a brief reflection on Term One, 2026 at Nambale Magnet School, which was marked by consistent academic engagement, improved organisation, and purposeful learner support.

The term began smoothly, with learners reporting on time and settling well into the school routine. Teaching and learning activities commenced immediately and were sustained throughout the term. Continuous assessments and end of term examinations enabled us to monitor learner progress closely and implement remedial interventions where necessary. These measures contributed to improved performance in several subjects and strengthened learner confidence.

Co curricular activities complemented classroom learning by promoting holistic development, discipline, teamwork, and creativity. Parental involvement also played a critical role, particularly in reinforcing learner discipline and attendance.
In addition, farm and sustainability activities supported the school's daily operations and learning environment. The integration of organic fertilizer production, biochar, and vermiculture enhanced farm productivity, while partnerships and community training strengthened practical skills development beyond the school.
As we look ahead, our focus remains on strengthening remedial teaching, enhancing learner welfare, improving documentation and accountability, and supporting sustainable initiatives that benefit both learners and the school community.

I extend my appreciation to our donors, parents, staff, and partners for their continued support and collaboration.

James Juma
Headteacher
Nambale Magnet School

1. INTRODUCTION

Term One 2026 at Nambale Magnet School commenced successfully with a strong focus on academic excellence, learner discipline, and holistic development. The school administration, teachers, and learners worked collaboratively to ensure that planned activities were implemented effectively.

This report presents an overview of key achievements, academic programmes, co curricular activities, challenges faced, lessons learned, and the way forward during the term.

2. OPENING AND ADMISSION

The term officially began on the scheduled reopening date in **January 2026.** Learners reported back in good time, and a high attendance rate was recorded at the start of the term.

A total of **98 learners** were enrolled and taken through a comprehensive orientation programme to familiarize them with school rules, expectations, and the academic structure of the institution. Class teachers ensured that all enrolment documentation was completed and supported new learners in settling into the school environment.

Out of the total learners enrolled, 25 were sponsored learners, while **73 were self-paying learners.**

3. ACADEMIC PROGRAMMES

During Term One 2026, Nambale Magnet School implemented its academic programme as planned. The focus was on consistent teaching, regular assessment, and targeted learner support to improve academic outcomes.

3.1 ACADEMIC PROGRAMMES

Teaching and learning activities commenced immediately after reopening. Lessons were conducted consistently throughout the term, with teachers adhering to timetables and schemes of work. Learner attendance was generally good, supporting steady progress in syllabus coverage.

Classroom instruction focused on ensuring learner understanding of subject content and the development of regular study routines. Teachers worked closely with learners to ensure lessons were completed as planned and learning objectives were achieved.

3.2 ASSESSMENT AND MONITORING OF LEARNER PROGRESS

Learner progress was monitored through Continuous Assessment Tests (CATs) administered during the term in line with the academic calendar. These assessments enabled teachers to evaluate learners' understanding and identify areas that required additional support.

End of term examinations were conducted successfully. Teachers completed marking and basic analysis of results in a timely manner, and findings were used to inform learner support strategies.



Figure 2: Computer practicals with students



Figure 2: Computer practicals with students

3.3 LEARNER SUPPORT AND ACADEMIC PERFORMANCE

Academic performance showed improvement in several subjects, though some learners continued to face challenges in specific areas. To address this, the school implemented remedial teaching for learners requiring additional academic support.

Remedial sessions focused on reinforcing key concepts and helping learners catch up on difficult or missed work. These interventions were intended to improve learner confidence and performance in subsequent terms.

4. CO CURRICULAR ACTIVITIES

Co curricular activities were conducted throughout the term to support holistic learner development. Activities included sports, athletics, home science music, clubs, and societies, all of which were well organized and attracted active learner participation.

These activities contributed to the development of teamwork, discipline, leadership skills, and creativity among learners.



Figure 3: Art craft activities with students

5.0 PARENTAL INVOLVEMENT

Parents played an important role in supporting the school's academic and disciplinary efforts. Their involvement included attendance at academic meetings and ongoing communication with teachers regarding learner progress.

This collaboration between the school and parents contributed positively to improved learner discipline and academic performance.

6.0 INFRASTRUCTURE AND RESOURCES

The school made effective use of available learning resources to support teaching and learning. Minor repairs and routine maintenance were carried out to ensure facilities remained safe and functional.

The school environment was maintained in a clean, orderly, and learner friendly condition, providing a conducive atmosphere for learning.

7.0 SCHOOL FARM AND INCOME GENERATING ACTIVITIES

During the term, favorable weather conditions contributed



Figure 4 : Women and youths from YISA Project during their training at the NMS

to improved farm productivity. Adequate vegetation supply supported uninterrupted kitchen operations, and surplus produce was sold to supplement school resources.

The school also introduced **biochar production,** which is integrated with insect based organic fertilizer produced through Black Soldier Fly (BSF) farming. This initiative supports sustainable farming practices and provides alternative fuel options to reduce charcoal use.

In addition, the school partnered with **Koitalel Samoei University** to establish vermiculture, with the aim of producing NPK foliar fertilizer using red worms.

7.1 COMMUNITY OUTREACH AND CAPACITY BUILDING

The BSF unit also supported community capacity building initiatives. During the term, 50 youths from YISA (Youth in Sustainable Aquaculture) and widows from RSA (Rejuvenated Seniors Alliance), Kakamega County, were trained on:

- Black Soldier Fly rearing for feed and fertilizer
- Composting
- Foliar fertilizer production

These activities strengthened community engagement and skills development.



Figure 5: Members of RSA Group during their training at NMS

8. LESSONS LEARNED

Academic Programmes

1. **Consistency in teaching improves learning outcomes.**
   Regular lesson attendance and adherence to teaching schedules supported steady syllabus coverage and improved learner performance in several subjects.

2. **Early assessment supports targeted intervention.**
   Continuous Assessment Tests and end of term examinations enabled early identification of learning gaps, allowing timely remedial support for learners experiencing academic difficulties.

3. **Remedial teaching is essential for inclusive learning.**
   Focused remedial sessions helped slow learners reinforce key concepts and regain confidence, demonstrating the value of differentiated learner support.

4. **Parental involvement strengthens discipline and performance**
   Close communication and engagement with parents positively influenced learner behaviour, attendance, and academic focus.

Farm and Income Generating Activities

5. **Climate responsive farming enhances school food security.**
   Improved weather conditions positively impacted farm productivity, ensuring uninterrupted food supply to the school kitchen and enabling limited surplus sales.

6. **Integrated farming systems improve efficiency.**
   The combination of crop production, Black Soldier Fly fertilizer, biochar, and vermiculture reduced waste, improved soil fertility, and maximized use of farm resources.

7. **Innovation adds educational and economic value.**
   Introducing biochar production and organic fertilizers demonstrated how farm innovations can support sustainability, reduce costs, and provide practical learning opportunities.

8. **Partnerships strengthen technical capacity.**
   Collaboration with Koitalel Samoei University enhanced technical knowledge in vermiculture and fertilizer production, highlighting the importance of strategic partnerships.

9. **Community outreach increases impact beyond the school.**
   Training youths and women groups expanded the benefits of farm activities to the wider community, strengthening the school's role as a centre for skills development.8. Lessons Learned

9. WAY FORWARD

Academic Programmes

1. **Strengthen remedial teaching programmes.**
   The school will expand and systematize remedial sessions to support learners with ongoing academic challenges and improve overall performance.

2. **Enhance guidance and counselling services.**
   Greater emphasis will be placed on learner welfare, attendance monitoring, and psychosocial support to address absenteeism and related challenges.

3. **Strengthen parental and sponsor engagement.**
   The school will increase communication with parents and sponsors to support vulnerable learners and ensure continuity of learning.

4. **Continue staff capacity building.**
   Teachers will continue participating in professional development activities to improve instructional delivery and learner engagement.

Farm and Income Generating Activities

5. **Expand integrated farming systems.**
   The school will strengthen links between crop production, BSF fertilizer, biochar, and vermiculture to enhance productivity and sustainability.

6. **Scale up biochar and organic fertilizer production.**
   Biochar production and fertilizer blending will be improved to enhance soil fertility, reduce reliance on external inputs, and lower kitchen fuel costs through briquettes.

7. **Develop vermiculture and foliar fertilizer outputs.**
   With continued support from Koitalel Samoei University, vermiculture activities will be advanced to enable structured production of organic foliar fertilizers.

8. **Improve documentation and accountability.**
   Farm outputs, training activities, and income generated will be better documented to strengthen transparency and donor reporting.

9. **Expand community training and outreach**
   The school will continue capacity building activities for youth and women groups, promoting sustainable agriculture and income generation skills.

CONCLUSION

The Nambale Magnet School continues to stand as a living classroom, a sustainable food source, and a hub of innovation nurturing not only the minds and hearts of our learners, but also uplifting the wider community.

Your continued trust and investment in our vision have been central to every step of this journey. Because of your support, we are able to educate confident, skilled, and community driven young leaders while advancing bold solutions in sustainability and self reliance.

Thank you for believing in this mission and walking alongside us.

NOROTON PRESBYTERIAN

AFK AMERICAN FRIENDS OF KENYA

CORNERSTONE PROJECT



THE NAMBALE

NMS

INSPIRATI AD EXCELLENTIAM

MAGNET SCHOOL

ENGAGE WITH US:

Become an active part of NMS growing community
by contacting us through:

P.O. Box 504 – 50409 Nambale, Busia - Kenya

Email: info@nmschool.sc.ke
Website: https://thenambalemagnetschool.sc.ke/
Address: The Nambale Magnet School, Nambale, Busia
Phone: +254 715 895 807