



THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

Journey to Excellence in International Education

School Improvement through Accreditation

SCHOOL	BRAEBURN SCHOOL
COUNTRY	KENYA
VISIT DATES	FEBRUARY 3-5 2016
CIS VISITOR 1	KAY MONGARDI
CIS VISITOR 2	PATRICIA MERTIN

*Based on the 8th Edition of the
CIS Guide to School Evaluation & Accreditation*

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Council of International Schools
CIS Accreditation Service
Schipholweg 113
2316 XC Leiden
The Netherlands
t **+31 (0)71 524 3300**
e accreditation@cois.org
url www.cois.org

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CIS FIVE-YEAR REVIEW

PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

THE REPORT

Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candor, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

Timeline

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

THE FIVE-YEAR VISIT

Dates for the Visit

CIS will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted.

Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the *CIS Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors' concluding observations):

PART II FIVE-YEAR REVIEW

SECTION 1a – CONTEXT & PROCESS	
<ul style="list-style-type: none"> ● Describe the school's accreditation and school improvement history. ● Describe how this report was created and who was involved. ● Describe any particular challenges encountered in producing the report. 	
SCHOOL COMMENTS	VISITORS' COMMENTS
<p>Braeburn School became a member of CIS in 2009 and underwent a Preliminary Visit by Kay Mongardi in the same year. The Self Study was completed in 2011 and the school hosted a Visiting Team in March 2011. Braeburn School was asked to submit a Special Report and was awarded Accredited status in May 2011. Since that time, the school has submitted a FRPP.</p> <p>This report was created by a team of volunteers spanning both the High and Primary sections of Braeburn School. The volunteers chose to work on one committee each. There were 11 committees in total: A, B:KS1, B:KS2, BK:S3, B:KS4/5, C, D, E, F, G. Each committee was guided by a chair and had from 1 to 5 additional members.</p> <p>The report was shared on Google Drive, allowing all chairs to enter their ratings and action plans and the results of their committee's deliberations directly into the shared document. The document was finally reviewed by the SMT for the site. Steering committee meetings were held before each committee meeting to ensure that all chairs understood the purpose and expected outcomes of each committee meeting.</p> <p>Some sections of the report, such as that on Internationalism, were completed by staff working in groups according to the section of the school they belong to.</p> <p>A challenge was beginning the process very early so some of the teachers involved originally have since left the school. Wanting to do justice to the views and work of all involved has made the report somewhat repetitive in places.</p>	<p>The Five-Year Report of Braeburn School accurately reports the progress that has been made since the Team Visit in 2011. The revision of the Educational Objectives of the Braeburn Group has driven many of the action plans along with the emphasis on international and intercultural thinking and global understanding. The students' learning and well-being is at the centre of decision making.</p> <p>During conversations with the teachers and assistants, the students and the parents it was apparent that the school community knows about the school's focus on improvement and the self-study process. There is strong support for the school leadership and the academic programmes offered.</p> <p>The committees represented the areas assigned and represented a cross-section of the teachers and staff of the school.</p>

SECTION 1b	PROGRESS ON VISITING TEAM RECOMMENDATIONS		
	<ul style="list-style-type: none"> • Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report. • Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected). • Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (Completed), IP (In Progress), or R (Rejected). • For recommendations still <i>In Progress</i>, indicate, in Section 2, appropriate action plans that have been designed. 		
SECTION N	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
A	Recommendation # 1	FRPP	5 Yr.
	Braeburn School and Braeburn Schools Ltd. Board develop a strategic plan addressing the current, short and long-term needs and aspirations for the school.	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	the school Senior Management Teams continues in their efforts to disseminate the school’s Philosophy and Objectives to all constituencies and orientate all constituencies to the role and purpose of the Philosophy and Objectives.	IP	IP
	Recommendation # 3	FRPP	5 Yr.
	the Braeburn School Ltd. Board develops plans and strategies to more effectively integrate both sections of Braeburn School following “a one-campus, one-philosophy, one-school” model.	IP	IP
	Recommendation # 4	FRPP	5 Yr.
	the School Senior Management Teams develop procedures to periodically monitor and assess the effectiveness of the school in transforming its Philosophy and Objectives into authentic day to day practice.	IP	IP
	Recommendation 5		
	the Braeburn School Senior Management Teams review the admissions policy and practices across all schools levels.	C	C
	Recommendation 6		
	the Braeburn Schools Ltd. Board formally approves the Philosophy and Objectives for Braeburn School.	C	C

NOTE ON SECTION B:

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but **exclude** recommendations from the individuals subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

SCHOOL SECTION :	EARLY YEARS UNIT		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	the SMT and staff ensure effective articulation of the curriculum that is not only horizontal but also vertical across all levels of the school.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	the Head and SMT review the school's strategy and approach to professional development, with a focus on school-wide initiatives as well as supporting personal and team needs.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	the Head and SMT review the length of the school day for the Early Years.	R	R
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION :	KEY STAGE ONE		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	the SMT and staff ensure effective vertical and horizontal articulation of the curriculum.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	the Head reviews the Primary School's approach to identifying and supporting second language English learners in the context of current best practice.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	the Head reviews the Primary School's approach to academic grouping of students in the context of current best practice.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	the Head of Primary maintain the Primary School's commitment to AfL across all subjects and levels	C	C
	Recommendation 5	FRPP	5Yr
	the Board of Braeburn Schools Ltd. and Head of Primary review the maximum class size for Key Stage 1	C	C

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION :	KEY STAGE 2		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	the Head and SMT review the school's strategy and approach to professional development and focus on school wide areas	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	the School review their approach to academic grouping of students in the context of current best practice.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	the Head review the Primary School's approach to identifying and supporting second language English learners in the context of current best practice	IP	C
	Recommendation # 4	FRPP	5 Yr.
	the School continue to develop the cross-curricular links and opportunities for active learning that, as the creative curriculum, have already begun to have a positive impact in the teaching and learning at this Key Stage 2.	IP	C

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION :	KEY STAGE 3		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	the Board of Braeburn Schools Ltd develops plans and strategies to address and rectify what is a philosophically, managerially, organisationally and pedagogically ineffective paradigm by removing the artificial school division between Primary and Secondary which is splitting this key stage into two.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The School develop a comprehensive school-wide Assessment Policy	IP	IP
	Recommendation # 3	FRPP	5 Yr.
	the School develop a professional development policy including principles and practices for the identification of and provision for meeting needs	IP	IP
	Recommendation # 4	FRPP	5 Yr.
	the Senior Management make provision for EAL which is independent from SEN	IP	R
	Recommendation 5		
	the Senior Management Team reviews provision for the library and ways of making it a more effective learning space	IP	IP
	Recommendation 6		
	the school explore ways of incorporating Personal, Learning & Thinking Skills into lessons	IP	IP

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION :	KEY STAGE 4/5		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	the Academic leadership of the KS4 and KS5 sections seek ways to ensure vertical articulation between the taught curriculum from the end of Yr 8 to Yr 13	IP	C
	Recommendation # 2	FRPP	5 Yr.
	the Board and SMT develop and implement clear policy for PD that can lead to systematic identification of PD needs and planned provision to meet those needs	IP	IP
	Recommendation # 3	FRPP	5 Yr.
	the school seeks ways of implementing a school-wide assessment policy that places less emphasis on external examination questions	R	IP
	Recommendation # 4	FRPP	5 Yr.
	the SMT of the KS stages 4 & 5 find ways to incorporate into the timetable the continuous and systematic teaching of Life skills Study skills/PSHE and critical thinking that will prepare students well for lifelong learning.	IP	C
	Recommendation 5		
	the Board and SMT of the secondary school review provision of assistance for EAL students, which should include provision of resources and training as necessary for teachers to help them address the challenges of supporting EAL students	C	C
	Recommendation 6		
	the Board and SMT of the secondary school review its approach to the utilization of the school libraries as both a teaching and a learning resource to help promote learner autonomy	IP	IP

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
	the Boards of Braeburn Ltd and Braeburn Schools Ltd consider ways of redefining the identity of Braeburn into that of a single school	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	The Boards of Braeburn Ltd and Braeburn Schools Ltd consider how to, at the interface of board and school, create an effective mechanism of leadership that can strategically guide the school to the successful realisation of its aspirations articulated in the School's Philosophy and Objectives.	IP	IP
	Recommendation # 3	FRPP	5 Yr.
	The Boards of Braeburn Ltd and Braeburn Schools Ltd concentrate resources on the development a plan which is truly strategic	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The Boards of Braeburn Ltd and Braeburn Schools Ltd continue to seek board training.	IP	C
	Recommendation 5		
	The board of Braeburn Schools Ltd institute a formal appraisal procedure for the two heads and four deputy heads.	IP	C
	Recommendation 6		
	the board of Braeburn Schools Ltd do more to canvass opinion in the school community, and to seek from the departments' opinions to be considered by the board during strategic decision making.	IP	C
	Recommendation 7		
	The board of Braeburn Schools Ltd follow through promptly on its stated intention of publicizing more efficiently issues under consideration, timelines for decision making processes and descriptions of implications of board decisions.	IP	C

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
	The Senior Management Team in conjunction with Human Resources develop and make available written policies regarding all aspects of employment and benefits	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Senior Management Team develop a professional development policy including principles and practices for the identification of and provision for meeting needs	IP	C
	Recommendation # 3	FRPP	5 Yr.
	the Senior Management Team research and institute strategies to retain teaching staff.	IP	IP
	Recommendation # 4	FRPP	5 Yr.
	The Senior Management Team review the length of the teaching staff's working day in the context of contact load, preparation time and collaborative planning time; each being critical to high quality learning for every child.	R	C

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
	the SMT consider the development of a school-wide programme for staff development of EAL	IP	C
	Recommendation # 2	FRPP	5 Yr.
	the Heads consider putting a 'safe sun' policy in place	C	C
	Recommendation # 3	FRPP	5 Yr.
	The School consider mechanisms for ensuring that medical records are stored securely while considering how to disseminate information to those that need access in a manner that ensures confidentiality.	C	C
	Recommendation # 4	FRPP	5 Yr.
	the School evaluates the availability of First Aid kits across the campus	C	C

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
	the Senior Management Team (SMT) give immediate consideration to ways in which noise pollution in the Creative Arts block's Art room can be reduced or look for ways in which creative arts subjects can be re-grouped or re-located	C	C
	Recommendation # 2	FRPP	5 Yr.
	that the Primary School identifies an alternative evacuation route for the Early Year's Unit / KS1 classes	IP	C
	Recommendation # 3	FRPP	5 Yr.
	that the SMT upgrade the sirens nearest the Primary School classrooms	C	C
	Recommendation # 4	FRPP	5 Yr.
	that the SMT develop site-specific policies for access to school resources and the adequacy and maintenance of facilities	IP	IP
	Recommendation 5		
	that the School undertakes a safety audit and develops an action plan to address each of the safety concerns raised in the Resources report	C	C
	Recommendation 6		
	that the School review the safety of traffic flow between the back gates and the Sports Complex during the school day	C	C
	Recommendation 7		
	The School provide illuminated evacuation directions in areas of low natural light	C	C

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
	the School continue to explore ways in which to engage parental and student input and opinion.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The School look for ways to publicise the good work carried out in the community	IP	C
	Recommendation # 3	FRPP	5 Yr.
	the Primary and High Schools look for further and more regular opportunities to celebrate as a single entity	IP	C
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

Section (e.g. A1)	Actions	Success Criteria	Timeline
SECTION 2a – ACTION PLANS	Summarize action plans the school has developed in response to Visiting Team Recommendations rated <i>In Progress</i> (IP) at this Five-Year stage.		
A1	SMT and BSL Board to work on a strategic plan	Plan in place	December 2016
A2	New guiding statements in all school documentation and school web site and all relevant communications	All members of the school community are aware of the new guiding statements	January 2016
A3	Policies are reviewed across the campus	Policies and procedures are rationalised across the campus	November 2015
A4	SMT to review the effectiveness of the implementation of the guiding statements each term	Implementation of guiding statements improves and pervades all areas of the school with all stakeholders more aware	January 2016
B2 KS3 B3, KS4/5	The school is formulating a whole school assessment policy in line with the revised National Curriculum and removal of levels from primary and KS3	Policy in place and used by all relevant staff	Jan 2016
B1 KS2, B3 KS3 B2 KS4/5	The school is reviewing its professional development policy. This will include the systematic identification of PD needs and planned provision to meet those needs	Policy in place and known by all relevant staff	January 2016
B4 KS3	The individual needs of students with ALN (Additional Learning Needs), whether MA&T (More Able and Talented), EAL and/or SEN are identified and catered for effectively under the inclusion department	Students with additional learning needs are making good progress	November 2015
B5 KS3 B3 KS4/5	Library provision is constantly being updated - books have been ordered in the International order. A review of the physical layout is in progress	Students see the library as a pleasant place for reading and learning	Easter 2016
B6 KS3	Year 9 will have 2 terms of preparation for IGCSE - these terms will focus on skill development	Year 9 are well prepared for the IGCSE courses	September 2015
C1 and C2	Head teachers of the two schools continue working together to streamline practices	Parents perceive the school as one	Ongoing
D3	The Senior Management Team research and institute strategies to retain teaching staff termly. <ul style="list-style-type: none"> ● Annual review meetings. ● Maintenance of Braeburn staff accommodation. ● Opportunities to take on responsibilities. ● House allowance in second contract for expatriates 	Low staff turnover	September 2015
F4	To review site-specific policies for	Policies have been reviewed and	October

	access to school resources outside of school use, namely, theatre, gym, pools, fields/astro/sports hall, hotel, club, Total Escapade.	include guidelines on usage, maintenance and Health and Safety aspects for access to school resources outside of school use.	2015
F4	To develop a site maintenance policy.	Maintenance schedules and routines are established and followed by all relevant personnel.	August 2015
VISITORS' SUMMARY COMMENTS & OBSERVATIONS			
	<p>Actions plans for Section A have been addressed, although they are reported to be In Progress in Section 1b. The School Improvement Plan is an annual plan but feeds into the long-term focus of the Braeburn. (A1)</p> <p>Educational Objectives have been developed which extend the Mission and Vision of the school. The four objectives are used in planning the programmes of the school and are well known by the Board, the teachers and the students. The parents appeared to be less aware of them.(A2 & 4)</p> <p>Policies are and procedures are reviewed and are applied across the school campus (A3).</p> <p>Four issues occurred repeatedly in Section B, development of an assessment policy for the Primary School and KS3, professional development for the teachers, meeting individual student needs and library provision in the senior school. An all-school assessment policy has been established, which addresses the needs of the Primary School and is in accordance with the National Curriculum of England (NCE).This was revised in 2014 and the 'level' format of assessment was dropped leaving options for schools to develop their own.(B2,3,KS3, 4/5)</p> <p>A professional development policy is in place and has been communicated to the staff. (B1,2,3,KS2,3,4/5)</p> <p>The learning support systems have been strengthened with the Inclusion programme in the Primary School and the personalisation programme in the High School.(B1,2 3,4,KS3)</p> <p>Section C focuses on the development of a one-school concept. Although the Primary School and the High School are separate units on the campus, there are common policies and procedures; teachers move between the two schools and many of the facilities are shared. Students may move from Year 8 to Year 9 as a matter of course. (C1)</p> <p>The leadership roles have been re-defined and strengthened to support the curriculum and the pastoral programmes. (C2)</p> <p>Section D refers to the challenges of recruiting and retaining teachers. Although many of the factors involved are beyond their control, the Senior Management Team has implemented a number of strategies to retain teaching staff, The school is working in cooperation with the University of Nottingham and a Kenyan university to explore new methods of recruiting qualified staff.</p> <p>The teachers report being generally satisfied with both the salary and benefits package and the PD opportunities available. They feel valued and respected within the school. (D3)</p> <p>Security and access to the Braeburn campus is a focus in Section F. Policies for the Braeburn site concerning access to school resources outside of school use have been reviewed and developed. Security procedures and systems have been further improved and upgraded. An external consultant has been hired to</p>		

	carry out a security audit and advise the school on further action as necessary. Schedules and procedures for site maintenance have been established and are in practice. (F3)	
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SECTION 2b –ACCOMPLISHMENTS & CHALLENGES

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8th Edition Standards headings.

SCHOOL COMMENTS	VISITORS' COMMENTS
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<p>School Guiding Statements (A):</p> <p>Challenge:</p> <ul style="list-style-type: none"> • Monitoring the implementation of the guiding statements. No procedures or criteria for making judgments have been established. These are being worked on. <p>Teaching and Learning (B):</p> <p>EYFS Accomplishments</p> <ul style="list-style-type: none"> • The EYFS team have improved the assessment monitoring and recording of children's continued progress. This has been done with the introduction of the Baseline Assessment, • Characteristics of Effective Learning tracking and the school wide phonics tracking. The development of the children's personalised Learning Journeys has enabled us to provide timely and meaningful information to parents regarding their child's achievements, progress and next steps for learning. • The implementation of 2Build-a-Profile has aided the Early Years to more efficiently and accurately look at the overall progress of each year group's cohort and individual children. The information gathered is used to make decisions on curriculum, resources and planning. 	<p>Surveys are conducted with the parents, and with the students on occasion. These may contain some reference to the Mission, Vision and Educational Objectives. Establishing regular evaluations by the school community would aid the school assessing the understanding of the Guiding Statements by the community. During the meeting with the parents, it was noted that there was little familiarity with the Guiding Statements.</p> <p>The students, however, were very familiar with the Guiding Statements. Evaluating the success of the application of the Guiding Statements is also an area to be developed.</p> <p>As mentioned in the School Comments on page 6, the report is repetitive especially apparent in Section B Teaching and Learning. Comments in this column will tend to look at commonalities across the sections of the school.</p> <p>Accomplishments:</p> <p>The Primary School has profited from the development of the Assessment</p>
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KS1 Accomplishment

- The Key stage One team have made significant improvements in the teaching and tracking of Phonics. Phonics is now taught in daily 20 minute slots at the start of each morning. Phonics is taught by the class teacher, with a view to them reinforcing concepts, working on difficulties across the curriculum and throughout the day. Phonics is taught in phase groups, with a withdrawal phonics group for those who have English as an additional language or for those who have educational gaps and are not accessing the age appropriate phase. All staff follow the Letters and Sounds programme and use 'Phonics Play' as a scheme of work with resources to assist with the various phases. A regular programme of assessment has been established to ensure that pupils are making expected progress. A whole school phonics tracker has been established that charts the phonics progression of each individual pupil from FS1 throughout the school. Each classroom has a phonics wall that displays phonetic information to support the children's ongoing learning. Each classroom also has the relevant phase mats available for pupils to use within their writing to help reinforce the skills necessary to develop their reading and writing. All class teachers, teaching assistants and learning support teachers in KS1 have received training on about the phonics phases, pronunciation, and assessment tools to support in the teaching and learning of Phonics.

KS2 Accomplishment

- Information about the local culture and physical environment is embedded into the curriculum, with related activities to enhance pupils learning, which contribute to the development of global citizens. The curriculum reflects and is relevant to children's exposure to life in Kenya. One Term's topic focus is related to Kenya, as per the New Curriculum guidelines. With educational trips as a means of developing pupils understanding and awareness of the surrounding and wider community.

KS2 Challenge

- The school provides professional development in content areas relevant to teacher's assignments, as highlighted in the Inset timetable. However, teachers would like more exposure to professionals from the UK, especially teachers who intend to return to the UK.

Key Stage 3 (Years 7 and 8) Accomplishment

- In Key Stage 3, we have developed effective formal processes for recording, analysing and reporting evidence of achievement and individual student performance, both to parents and to staff. The reporting system means that parents receive regular and in depth feedback on their children's strengths and academic achievements, as well as their targets for development.
- Furthermore, we have developed systems based around progress to assist teachers in analysing the performances of the students in their classes, and to help us as a department highlight and target under performance early, as well as to reflect on our own practice.

Policy, which has enabled the replacement of the levels used in the former NCE. There are improved ways to look at student achievement and tracking and curriculum planning as well as reporting. The Early Years have introduced Baseline Assessment.

The Phonics programme has been implemented in KS1 and 2. The teachers and assistants have had training to support the programme. High School students have more responsibility for self-assessment and the opportunity for feedback through surveys. Additional courses have been added including BTEC Sport and there are plans for business course in the future.

Challenges:

Professional development that supports the programmes in the school are mentioned throughout this section of the report. There is the desire to have an opportunity to keep abreast of recent developments in education relating to the NCE and other pedagogical practices.

Updating the ICT Hardware and ensuring there are enough devices to enable the classes to use digital sources as a tool for learning in the classroom has been mentioned in the Primary sections and KS4/5. The students also mentioned it in the meetings with the student council. The challenge for the KS4/5 teachers to develop cross-curricular links is influenced by the demands of the exam requirements, which limit how much deviation from the syllabus can be made.

Key Stage 3 Challenge

- Regular access to high quality ICT equipment is below requirements currently, especially in terms of access to computers outside of ICT lessons, and reliable access to tablets in research lessons.

KS4/5 Achievements

- At KS4 the implementation of more structured form time and learning walks have proved successful. In terms of assessment then the green pen policy, self assessment and student feedback surveys have all proved to be a positive too. At KS5, the 6th form has grown from a cohort of 9 to 60 in a four year period and added new subjects such as Psychology and BTEC sport. Team building day, peer to peer mentoring and graduation day have also been added.

KS4/5 Challenge

- Regular access to high quality ICT equipment, IT personnel help and specialised equipment for certain subjects is at times below requirements.

KS4/5 Challenge

- Being able to make more cross-curricular links has been a challenge at some points.

KS4/5 Challenge

- There is also a concern at KS5 of keeping educational practice fresh especially as being detached from collaboration from many other schools or training courses taking place in the UK.

Governance & Leadership (C):

Achievement:

- The working relationship between the governing body and the heads of school is good.
- Considerable investment in new buildings - music suite and the receiving bay. The latter has impacted positively on site security.

Challenge:

- The financial plans will not be communicated to the school community, so this will always be a challenge.

Accomplishments:

The School Improvement Plan leads into the long-term focus and has projected the needs of the school facility expansion. The school campus is surrounded by other land uses and all facility changes must be made within the existing perimeters. Security issues are also taken into account in making facility changes.

Challenge:

Discussion with the parents revealed that there is a desire for more communication from the Board and the school regarding decisions that have an impact on the school community. As an example, they spoke of the recent changes in the facility such as the new Astro-turf, the plan to move KS3 and the 6th form building. Email and newsletters are sent out regularly; however, there

<p>Faculty & Support Staff (D):</p> <p>Challenge:</p> <ul style="list-style-type: none"> Retaining expatriate teaching staff has been the biggest challenge since the last report. Factors affecting expatriate teachers' decisions to leave include: security issues within Kenya and devaluation of the currency. It is generally understood that these are external factors beyond the control of the school. <p>Achievement:</p> <ul style="list-style-type: none"> Braeburn has an effective performance management system for all staff. Appraisals reflect clearly stated criteria; and are conducted with the full knowledge of the staff member, and are reported in writing in a document accessible only to defined individuals. This allows individuals to be supported or to share expertise as appropriate. The opportunity for professional development within the school has also helped retain staff and is likely to continue to do so. <p>Access to Teaching & Learning (E):</p> <p>Accomplishments:</p> <p>EYFS to Year 8: EAL</p> <ul style="list-style-type: none"> Staff are more aware of EAL (English as an Additional Language) learners' needs following staff training. EAL is now managed by the Inclusion Leader within the Inclusive Learning Department. The Inclusive Learning Department includes both EAL and SEN specialists used to support both EAL and SEN students, according to their specialisms, including an EAL assessor who updates the EAL lists and regularly assesses EAL children to ensure they are getting the correct amount of extra English 	<p>were comments on the quantity of email sent to parents meant that there was selective reading. Developing additional avenues to share information and keeping the community informed of what is happening would be a positive move.</p> <p>Accomplishments:</p> <p>The school has developed a strategy to address any future shortfall in teaching staff by working with 45 student teachers in cooperation with Nottingham University, UK, to support the training and possible future recruitment of teachers. At present 10 B Ed students are financially supported during their PGCEI studies, after which they will be committed to teach for three years at the School. Similarly, Braeburn School is working in cooperation with a Kenyan university to recruit newly-qualified teachers.</p> <p>Challenges:</p> <p>The percentage of staff intending to leave at the end of this school year is predicted to be about around 20%. At present, teachers are given flights home every two years, but if this was increased to an annual flight home it may positively influence their length of stay.</p> <p>Some dissatisfaction was expressed by high school teachers as their effective planning and preparation time is regularly reduced by the amount of cover they are required to undertake for absent colleagues.</p> <p>Accomplishments:</p> <p>Provision for students who need additional English language and learning support has been a focus across the school in response to the actions plans. The SEN department has responded with the formation of the inclusion programme for the Primary School and the</p>
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provision. Because EAL and SEN are managed in the same department, in-class support can be streamlined so that all students, whatever their, need can be supported in class when needed.

- Teaching Assistants also receive EAL training through their training support program in school (21.11.15)
- All teaching and support staff are now trained in the teaching and assessing of phonics using the Letters and Sounds resource, following a training program delivered by the Inclusion Leader. This is then used to support EAL Beginners in their acquisition of English alongside other bespoke activities.
- Systems are being put in place to support staff development, including the Inclusion leader, utilising learning support teachers for their area of specialism e.g. English/language development in the Primary School to support EAL Learners.
- Progress tracked on a session by session basis through the use of an EAL formative assessment tracker for each EAL student.
- Whole school INSET and training on EAL was delivered as part of a joint training venture by the SEN and EAL department in September 2014.
- The creation of separate sections for EAL and SEN resources in the resource room has allowed teachers to be better resourced to support EAL learners in the classroom.
- Upon admission EAL proficiency is declared by parents on admission form
- Buddy system used to support social and pastoral transition into school environment
- Trained Learning Support Teachers and those with EAL as a specialism also assesses all children on entry in English and mathematical skills which further supports the information on language proficiency and is then shared with all teachers.

EYFS to Year 8: Referral

- A comprehensive, clear and easy to use referral system is in place that is shared with all staff so they are aware of how to refer as well as being aware of how to identify specific needs prior to referral using checklists and the difference between identifying a student with EAL needs compared to a student with SEN needs.
- 'Open referrals' happen at the start of each term, during which time (and after a 2 week settling in period) teachers can refer any new students they have concerns about directly to the Inclusion Leader without completing the referral form, to ensure early identification (EAL and SEN). (E1b)

EYFS to Year 8: SEN

- Remodeling of the inclusive Learning Department and its structure shared with all Primary staff during training in August 2015 and all roles and responsibilities explained.
- Teaching of specific provision is closely monitored by the Inclusion Leader and training is provided on different strategies to support learners, including how best to support, track and monitor progress.
- Learning support teachers plan alongside class teachers and work closely with class teachers and teaching assistants to provide high quality in-class support.

personalisation programme for the High School.

The inclusion programme includes support for students with learning needs and those with English language needs. Students may be referred by the class teacher and will have evaluation for placement. There is in-class support and withdrawal to work individually or in small groups. Ongoing testing allows students to exit when they have reached the goals of the IEP. Specialist teachers for learning needs and language needs are assigned to classes and follow the students. Class teachers and assistants have received professional development aimed at developing techniques to support the students in the mainstream class.

The Personalised Learning Department in the High School includes the SEN and EAL support programmes; it works closely with the Inclusion Department in the Primary School and share training opportunities for the teachers and assistants as well as other aspects of the support programmes. The focus on academic programmes in the High School helps to shape the type of support and evaluation of students' success in the support programmes.

There is a health office in the Primary School and one in the High School; both offices have a full-time nurse. There is a part time social/emotional counsellor for the High School and also a careers counsellor who works with the students on an individual basis. His work was highly commended by the students and the parents. The Primary School counsellor concentrates more on behavioural and social issues than learning support needs.

Challenges:

As mentioned in the school's report, the learning support teachers and assistants are often called upon to act as supply teachers for absent teachers. As the learning support personnel are working on an assigned timetable this disrupts the learning for

- EAL and SEN students are now identified on the new whole school tracker in line with the introduction of the new approach to assessment using the 6 point scale and the 3 E's. The tracker is also now completed on a half-termly basis to facilitate identification of any students requiring further support.
- All Primary staff are aware of the 2014 SEND Code of Practice and the implications of this at Braeburn.
- Systems, procedures and documents have been shared with staff in line with the new code of practice e.g. a learning passport to support a more child-led approach to learning and to develop more regular communication with parents, in addition to sharing information between many teachers who may teach one child.
- Bespoke programs are now devised for SEN learners based on their needs and areas for development, as outlined through targets in their learning passports.
- Tier system introduced to replace SA and SA+ which includes Tiers 2 and 3 as SEN and Tier 1 as monitoring to support early identification of need.

Years 9-13: EAL

- The EAL department runs within the Personalised Learning Department, along with SEN and MA&T. It has a designated leader who liaises with the Head of Personalised Learning. EAL students' proficiency in English is assessed on entry into the school and all staff are made aware of their levels and learning needs. Students' progress is monitored using various methods (London Academic English, Headway, teacher and pupil feedback.) The PLD coordinator liaises with all departments including Primary SEN, MA&T and EAL, to provide training and resources.
- Transition between Y8 and Y9 has been strengthened with increased links between the two year groups in addition to the introduction of a clear and scheduled handover between the Primary Inclusion Leader and the High School SENCO.

Collaborative Accomplishments:

- The High School SENCO and The Primary School Inclusion leader are currently working together to share systems, procedures and approaches to support, in addition to sharing training opportunities e.g. formative assessment tools for EAL and SEN learners (1st and 3rd Dec 2015).
- All staff recognise who the counsellors and nurses are across both schools and where they are based so that staff and students have access to these services when required.
- Medical records are now shared via Google Drive with all relevant staff about the specific medical needs of students in the Primary and High Schools.

Challenges:

EYFS to Year 8:

- The need for Learning Support Teachers (LST) to be used for teaching elsewhere in the school.
- The quality of provision could be improved through greater access to tablet computers during lesson times and for LST's during specific small group/1:1 provision sessions.

the students. Consideration of options for providing supply teachers from other sections of the school should be examined.

Access to digital technology to support the learning of the students in both programmes is limited and needs looking into.

<ul style="list-style-type: none"> • Time for closer monitoring of the extent to which any given student is benefiting from school provision/programmes. • Supporting teachers further with follow up training on strategies to support EAL learners in the classroom. <p>Year 9-13</p> <ul style="list-style-type: none"> • Liaison and coordination of provision between EAL Co-coordinator and SENCo. • Ensuring teachers refer to IEP's more regularly • Supporting teachers further with strategies to support EAL learners in the classroom. 	
<p>School Culture & Partnerships for Learning (F):</p> <p>Challenge:</p> <ul style="list-style-type: none"> • We continue to work on the “whole school” climate. The two schools do regularly work together on projects such as staff teambuilding and end of term parties, student fundraising initiatives, school performances and productions, extracurricular clubs, holiday trips overseas, Senator duties in the playground, playing each other competitively at sports, and paired reading of a younger student with an older student. However, when we come to whole school events such as Cultural Day, we feel that the activities and performances which are relevant to teenagers are often not of interest or indeed appropriate for younger children. 	<p>Accomplishments:</p> <p>Braeburn School is one school, on one campus, sharing the same policies and principles across the school.</p> <p>The full faculty undertake a number of joint events and activities during the school year. Students across the school also work together on a number of initiatives.</p>
<p>Operational Systems (G):</p> <p>Accomplishments:</p> <ul style="list-style-type: none"> • New procedures to tighten up security and access to the school during the school day in the interest of children and staff safety. We have built a new Receiving Bay and Security Office and added a gate. All deliveries are received here, ensuring there is a better system for monitoring what comes onto the compound and no delivery vehicles are allowed beyond the gate. We have increased our CCTV around the compound and the new system can support 64 cameras. These are monitored by our Head of Security and recordings are stored for 30 days. All visitors to the school must go through the security procedures, for example, they must sign in and their purpose for visit made clear before being given access. Only visitors who are expected (with an appointment) will be allowed on to the compound. All staff, both permanent and temporary, now have photo ID cards which must be shown on entry to the school and worn at all times when on site. Visitors and parents are given visitor badges when on site between 8:30am and 3:00pm. • We have built a new music suite with practice rooms in the High school section. In addition, a multi-purpose hall has been added, mainly as an exam hall. In the 6th form block, the lecture theatre has been completed. • A new all-weather astro-turf pitch has been added to the sports facilities in the school. A window front was added to the top floor of the sports complex to make the pool more ‘indoor’ and warmer. • We are currently in the process of building a large storage facility on a plot of land bought behind the sports complex; we anticipate this will have a significant impact on operations as currently storage for large items and archives 	<p>Accomplishments:</p> <p>Improvements in the security procedures and systems have been implemented, but these remain under constant review. The CCTV is being further increased. An external security consultant has been hired to undertake a security audit and offer further recommendations.</p> <p>The new school facilities support teaching and learning. For example, the designated 6th form block provides the students with their own classrooms with adjacent space, and a lecture theatre, the Astro-turf pitch is covered, allowing sports activities to take place regardless of the weather. The buildings and grounds of Braeburn are well cared for and clean.</p> <p>The facilities at Braeburn School are open to a range of people, making site-specific policies essential. These have been developed together with additional security measures but the process will continue to be monitored, upgraded and developed as necessary.</p>

is limited.

- Building of a new primary office, staff room and Year 5 and 6 classrooms will start in January 2015. This will allow classrooms near the road to be knocked down to create more parking space. The new building will also include a Junior Science lab. By moving the staffroom, we will be able to expand the current primary library.
- Maintenance procedures on the site have been formalised. We now have a qualified Landscape Architect overseeing the gardens on the compound, as well as an Assistant Caretaker to oversee cleaning. Over the last year, significant work has been done at the staff apartments to improve the environment for expatriate staff living there. This included adding a garden.
- The front car park of the compound was upgraded in July 2014 and is now Cabro.
- All classrooms now have projectors and almost all have interactive whiteboards.

Challenges:

- It has been a challenge to develop site specific policies for access to school resources. This is a very busy site with a lot of demand on the facilities outside of school use. For example the theatre, hotel and members club which runs on the site. Greater emphasis has been put on school use taking priority, however there is still the need to coordinate and ensure time is allocated to school use only and booking systems are in place for all facilities. Communication between different departments is key for the smooth running of the site. Policies are still in the process of being written or reviewed because of new facilities (for example, the Astro-turf) and the need to tighten up general site security
- ICT provision (hardware, software, networks, training and maintenance) is being upgraded each year, but there is still more to be done, for example with wifi.

The ICT provision at Braeburn continues to be improved. Wi-Fi is available in most students' areas and is being further developed. The bandwidth is being regularly extended.

There is a continued commitment to upgrading hardware. The extent to which ICT is used as a tool for teaching and learning is included in plans for the future.

Challenges:

The new primary office and classrooms project is not yet completed, and is now projected for summer 2016.

SECTION 2c –CORE PRINCIPLES	
<p>Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).</p>	
SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>The Mission and Vision have not changed recently, but the Educational Objectives have been recently revised and simplified. This was done by representatives of both schools. The draft was shared with the school council and adjustments made.</p> <p>It has since been circulated to parents and is now incorporated into most school documents.</p> <p>The statements below were gathered from the committee members. There is therefore a certain degree of overlap.</p> <p>Committee A Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff</p> <ul style="list-style-type: none"> ● School Counsellor employed to take care of personal problems ● Form periods...as well as stretching students by assisting them with study skills, the Pass survey has provided clearer focus to the Form tutor chats/ interviews which should isolate individual problems/challenges ● Year group trip help with building team spirit and bonding of students and teachers with their forms. It is recommended that all trips be compulsory and take place during the same week so the whole school is out with various groups. [possibly during the third term.] ● Year Group Leaders and Key Stage Coordinators have been appointed to follow up on students' mistakes/ misbehaviour etc and guide form tutors on how to use form time more productively ● SEN and G&T teams identify areas of weaknesses and strengths so that individuals can be encouraged to achieve their best ● Careers Evenings and Options Evenings provide students with information on how best to enhance their talents by making informed decisions ● Work Experience provides Year 10's , 12's and Year 13's with practical opportunities to our students so they can make informed decisions ● Braeburn's Circle of Values to Live By in the high school have 	<p>The revision of the four Educational Objectives, as an integral part of the Mission and Vision of the Braeburn Group, has been instrumental in meeting the goals of the action plans. The school's report has looked at how these four objectives are being applied in relation to the seven sections of the self-study. As noted by the school, there is much overlap in this section.</p> <p>Nurturing and caring are qualities that were mentioned during the conversations with all sections of the school community. In classrooms, during break items, and in co-curricular activities and sports, the students and teachers interact as members of a caring community.</p>

guided ethical discussions and assembly topics . The recently formed Pizza of Values was created for a similar purpose by the A level students.

- The Student Council gives our students a 'voice' to express their concerns

Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects

- Qualified teachers are employed, regularly appraised, and provided with insets which encourage them to keep abreast of the latest developments in their area of specialization
- Teachers are encouraged to evaluate their work/ students' results and take action accordingly
- Prefects/Senators are given opportunities to lead and also assess themselves and make recommendations regarding future teams of student leaders/ their training/ induction
- Numerous Sports clubs and leagues enable our students to participate in and become increasingly proficient
- Drama, Art, Music and DT Departments develop the artistic side of our students and enable them to perform publicly: some of our advanced students help the BPS with their productions. One student represented Kenya and played at the UN HQ in New York. Two years running, our students performed original musicals...one based on refugees and another based on the slave trade...in London at the Rose Theatre, teaming up with a school from Brighton, whose music teacher wrote the music.
- Assemblies which our students lead and organize provide opportunities for leadership and public speaking as does MUN and MSMUN. They also provide a great venue for celebrating the school's or individual achievements, partly enhanced through our Merit system.
- The school has a well informed career adviser who assists students with university applications

Build positive and respectful relationships between students, parents, staff and the wider community

- Open door policy
- Students, staff, parents come together for regular parents' evenings, for celebrating diverse culture and traditions during Culture Day
- Parents are involved in surveys in which their opinions are sought and valued
- There is a very active community service club catering to a wide array of charities
- Weekly newsletters and emails or text messages are sent to parents whenever need arises.
- New Parents' meetings are held at the start of every year for each year group to provide information and answer questions
- There is a constant sharing of different ideas and customs in lesson time or if some event occurs in assembly e.g., Hijab Day
- Parents assist students and teachers in organizing the year 11 prom

Educational programmes have been established according to the Mission of the schools and every effort is being made to ensure the quality of the teaching and learning for the student. Academic programmes prepare the students to progress through the years and prepare for further education. Consideration has been made to add classes that will meet the needs of all of the high school students by the addition of BTEC courses.

Students are given the opportunities to have leadership roles as well as develop personal interest in music, art and drama as well as sports and other activities.

Respect for others and the environment is noticeable when one enters the school. Everyone is friendly, happy and greets newcomers. The students commented that when a new student enters, there is immediate acceptances. Parents also commented on the community spirit across the school.

The open door policy was commented on by the parents; they did express the need to be more informed on changes taking place in the school, i.e. the addition of new buildings. Finding a way to highlight certain information for the community would be an advantage.

<p>Promote international and cross cultural knowledge, interest, awareness and understanding</p> <ul style="list-style-type: none"> • Culture Day....celebrating diversity...sharing of cuisine, dance, song, • International trips...focus on skiing or art or music/ drama • Trips to study culture of other nomadic ethnic groups e.g., Somali and Rendille [Camelot] • Assemblies • PSHE <p>Committee B: EYFS</p> <p>Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff</p> <p>This statement is well understood and being implemented; evidence:</p> <ul style="list-style-type: none"> • The presence of understanding and caring teaching staff that support each other and work as a team. • Differentiation in the classroom to meet needs (Evidence differentiated phonics and maths groups). • Active learning; In EYFS we appreciate that children learn best through physical and mental challenges and therefore we provide active learning which involves other people, objects, ideas and events that engage and involve children for sustained periods and children are able to choose activities and resources that they are interested in. <p>Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects;</p> <p>This is well understood and being implemented, evidence:</p> <ul style="list-style-type: none"> • Use of a range of media during lessons- practical activities, IWB, art activities, stories, songs, role-play that provide a stimulating environment that is fun and interactive therefore helping children to learn better because they enjoy their learning. • Clubs and activities <p>Build positive and respectful relationships between students, parents, staff and the wider community</p> <p>This is well understood and being implemented, evidence:</p> <ul style="list-style-type: none"> • Staff meetings and chance to discuss any issues • Parent help in class (cooking, reading, help with school trips). • Communication via numerous channels with parents and staff. <p>Promote international and cross cultural knowledge, interest, awareness and understanding</p> <p>This is well understood and being implemented, evidence:</p> <ul style="list-style-type: none"> • Celebration of different religious and cultural festivals in school. • Reading stories and carrying out various activities based on different cultures from all around the world. <p>Committee B :</p>	<p>The Braeburn Group has made international and intercultural understanding a major theme in all of the schools. Braeburn School has focused on this and it is apparent in the curriculum and co-curricular activities. Students also undertake individual activities to support the local community.</p> <p>The school has addressed the Educational Objectives for each part of the school, Early Years through KS4/5, as was carried out earlier in Section 2b.</p> <p>Overall, the teaching and learning practices at Braeburn School following the parameters of the Educational Objectives fulfil the standards of good educational practice as outlined during the self-study process.</p> <p>The caring and supportive environment has been mentioned many times in this report, and is reflected in the school's responses and through conversations with students, teachers and parents, as well as the Board. The students referred to the school as a family and the parents spoke of the school community.</p> <p>The programmes offered and activities for the students, as well as the facilities and resources support the goal of providing opportunities for all students to maximise their potential. Support systems are in place for those who need them.</p>
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KS1-2

Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff:

- Differentiated teaching tasks suited to children ability.
- In-class support for LA ability children by LS and TA.
- Gifted and talented identifications and extension.
- EAL department.
- Buddy system for new children.
- School counsellor.
- Star of week- pupil recognition.
- Learning passports.
- New staff mentoring system.
- Pastoral care list.
- Ongoing professional development based staff feedback and needs.
- Merit system.

Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects;

- Feedback surveys
- Clubs and activities.
- Detailed curriculum planning
- Teacher observations and learning walks
- Cross-curricular links within the planning.
- Learning support.
- House events.
- Peer to peer drop ins
- Book looks

Build positive and respectful relationships between students, parents, staff and the wider community

- Weekly newsletter
- Parents evenings each term
- Clubs and activities.
- Weekly diary signing
- Charity work (CAS)
- FAB

Promote international and cross cultural knowledge, interest, awareness and understanding.

- EAMUN
- Cultural day
- Language day
- Guest speakers .

Committee B:**KS3**

Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff

Evidence they are understood and implemented:

- 2014 Parent/Teacher/Students survey on the way forward for KS3 at BHS
- PASS Surveys of Jan 2015
- Implementation of EAL/SEN Coordinators
- Differentiation INSETS

The Braeburn Group's pledge to international and intercultural understanding and global commitment extends to all phases of the school and is discernible in the classroom, the activities and through conversations with members of the school community.

- Child Protection Policy INSET Sept 2014
- First Aid

Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects;

Evidence they are understood and implemented:

- MidYIS Testing across KS3
- Clubs , extra-curricular activities and Community Service
- Reading Buddies in Y8
- Subject-specific field trips
- Careers Evening

Build positive and respectful relationships between students, parents, staff and the wider community

Evidence they are understood and implemented:

- FAB - parent-teacher organisation
- International and Cultural Days
- Sports Day
- Pastoral Care system
- Art Club BS/Kibera School partnership
- MSMUN
- Careers Evening
- TMLC school twinning
- Mater Heart run participation

Promote international and cross cultural knowledge, interest, awareness and understanding.

Evidence this is understood and implemented:

- MSMUN
- International Day
- Life Skills curriculum

To what extent do they drive the Schools programmes and operation?

B:KS3 committee felt that the Guiding Statement 1, 2 & 3 were a driving force within the School's programme, as evidenced above, but that Statement 4 seemed to be less evidenced and by inference, less apparent within KS3 and its delivery. However, where possible, the KS3 curriculum is adapted to include topics that are not based solely on the UK or Europe.

**Committee B :
KS4&5**

Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff;

- New staff mentoring
- Extension tasks for G&T
- EAL and SEN .
- Buddy system from 6th form students
- 6th form handbook.
- School counsellor.
- Behaviour policy
- PASS survey & one to one follow ups
- Merit system.
- PSHE programme

Provide an education of the highest quality to maximise academic,

physical and artistic potential and future prospects;

- Feedback surveys
- Clubs and activities.
- Detailed curriculum planning
- Teacher observations
- Learning walks
- Peer to Peer drop ins
- Cross-curricular links within the planning.
- 6th form buddy system
- Learning support.
- Weekly assembly
- House events.
- SEF Data and data analysis.

Build positive and respectful relationships between students, parents, staff and the wider community;

- Weekly newsletter
- Paired/group work
- Clubs and activities.
- Home school diary signed weekly
- Termly parents evenings
- Charities (CAS)
- FAB events
- School trips

Promote international and cross cultural knowledge, interest, awareness and understanding.

- EAMUN
- Curriculum enrichment days.
- Cultural day
- Language day
- Guest speakers
- Geography trips

Committee C: Leadership and Governance

Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff;

- Board have created policy manuals for Braeburn schools that guide the approach to running the school and provide policies that ensure staff and students are well cared for. If they feel they are not, policies clearly outline that heads will operate an open door system and should further redress be needed, policies outline how to air grievances.
- Policies ensure that SEN and GAT students are provided for in staffing so all students have the potential to progress.
- Board provides facilities so that talents of students and staff can be show cased.
- Should policies etc. need reviewing, staff are involved in the process.

Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects;

- Board invests heavily in recruitment to ensure staff of the highest calibre
- Board provides a training budget that enables teachers to take advantage of in country and online events.
- Facilities are constantly improved. Budgets for resources are reviewed each year.
- Faculty is reviewed annually by the board and requests from head teachers for additional support or teaching staff carefully considered e.g. art assistants and school counsellors were not in place 6 years ago.

Build positive and respectful relationships between students, parents, staff and the wider community;

- Governing body provides a coffee shop on site for parents and staff, a members club including a bar, a gym open to the public and a swimming pool.

Committee D: Staff Welfare

Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and

The Braeburn Board has led the revision of the Educational Goals and supported the school as it applied them in all aspects of their programmes. The establishment of policies to guide the head teachers and ensure consistency in decision making is one example. Renewal of the facilities to provide a safe learning environment as well as additional learning spaces is ongoing. The open door policy across the school is appreciated by parents and students alike. The parents have access to many of the facilities of the school which contributes to the development of the Braeburn School community.

Staff report feeling valued and respected at Braeburn School

<p>staff;</p> <ul style="list-style-type: none"> Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character, to offer a caring and supportive environment. Policies and practices foster efficient and effective performance and enhanced morale among all employees, which fully acknowledges the value and individual needs of all staff. <p>Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects;</p> <ul style="list-style-type: none"> Teachers utilise methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to meet their full potential. With support and guidance through programmes of Professional development and training that links to the needs agreed, and reflect priorities identified as a school. Braeburn utilises an effective performance appraisal system for all categories of faculty and support staff. <p>Committee E:</p> <p>Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff;</p> <ul style="list-style-type: none"> Specialist teachers who teach their specific areas of training Management endeavor to ask teachers to fill questionnaire that ask them to specify their area of interest and specialisation for consideration when allocating new academic year staffing. Early identification of children with learning challenges and support systems put in place. Learning passports for personalised learning Use of Counselor for children having academic or pastoral issues Pastoral care list- updated regularly with children exhibiting problems including academically. All new children added to this. Homework club – invitation given to children having issues in completing homework <p>Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects</p> <ul style="list-style-type: none"> Differentiation and setting allows children to access learning at their own rate Topic days or mornings (problem solving, art morning etc.) and specialised teachers Designated Learning Support Team to ensure all children can access the curriculum <p>Build positive and respectful relationships between students, parents, staff and the wider community</p> <ul style="list-style-type: none"> Staff welfare committee to talk about matters affecting them Student council to talk about matters affecting students Parents-Teacher evening to discuss the pupil progress Constant communication through diaries and reports Learning passports Staff team building events Information evenings / days to inform parents of how best to support their child e.g. phonics. 	<p>and this is reflected in the positive atmosphere of the school. Both the PD programmes and staff appraisal processes are valued and appreciated by the staff.</p> <p>The school's Guiding Statements are displayed in all classrooms and the classes observed reflected these key concepts. In particular, several students referred to the fact that students are all valued for their individual skills and no one is excluded.</p> <p>Support programmes for the students have been strengthened by the action plans the school has put in place. The Inclusion Department in the Primary School and the Personalisation Department in the High School provide learning support and English language support for the students. There are part-time counsellors for social and emotional needs in the Primary School and the High School. A careers counsellor also works in the High School.</p> <p>There is a student council for the Primary School and one for the High School. The student council provides opportunities for student input and leadership in the school and the students feel empowered.</p> <p>An emphasis on international</p>
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Promote international and cross cultural knowledge, interest, awareness and understanding.

- EAL department – extra English, resources and support.
- Curriculum allows for breadth of knowledge
- Displays – celebrating children’s heritage
- Cultural days
- Topics for geography selected carefully to ensure an inclusive curriculum - both local and world topics
- PSHE curriculum

Committee F: School Culture & Partnerships for Learning

- The Guiding Statements can be seen throughout all aspects of the school’s programs; visually, they are displayed in each classroom and link well to the Braeburn Circles with which the children are very familiar.
- In creating a whole School Culture, the Guiding Statements closely promote our ethos of providing a caring, supportive and international environment. This can be seen through: local community links by fundraising, supporting charity projects and Community Service Club; visits and day trips to local attractions / places of interest, such as places of worship or charity projects; Curriculum enrichment days (such as International Languages Day, Cultural Day); regular competitions within other schools in Kenya; International trips to Paris, Austria, etc.; events organised for the School community through our Parent Teacher Association FAB; after school clubs for different faiths or communities; staging productions both by our school and other organisations in our School Theatre, such as TedEx Talks; Personalised Inclusive Learning departments allowing individualised education for all, including particular attention to Specific Educational Needs, English as an Additional Language and Gifted and Talented pupils.
- At Braeburn School, our Partnerships for Learning connect closely to the Guiding Statements in a number of ways across the School to ensure we build positive relationships in our school and that the education we provide maximises each child’s potential. This can be through our after school and lunch time intervention lessons and individual tutoring, providing extra support for those students who require it before assessments and exams; academic focused after school clubs such as Science, Maths or Homework club; through the Home School diaries ensuring continuous parent Teacher communication; ensuring cross curricular links enabling more relevant content for the students; regular and consistent teacher recording, reporting and assessing across the school, in order to effectively target set and monitor progress of each individual, also involving students and parents in this cycle; regular parent evenings, workshops and feedback sessions; whole School ‘Open Door’ policy encouraging regular open dialogue between home and school; mentoring and supporting teaching staff, including Peer Appraisal; enabling students to make good career choices through activities such as Careers Evening, Guidance Counselling, and work placement experience opportunities.

thinking and understanding permeates all parts of the school and the programmes offered. This also is evidenced in the support programmes.

In discussions with a group of parents, awareness of the Braeburn Guiding Statements was very low.

A deeper awareness and understanding of the educational objectives with the parent body would make these more meaningful to all stakeholders. This would also further support teaching and learning.

The Primary School students displayed a high level of awareness of the relevance and role of the statements in their learning.

Braeburn School is involved in an impressive range of service ventures, which are part of the whole school culture and demonstrate a caring, reflective, international community.

The school has an impressive number of after-school activities, ranging from astronomy to sports and student participation is encouraged. In addition, the lunchtime and after school academic support classes underline the school’s commitment to Partnerships for Learning.

The parents with whom the Visitors met viewed the Friends at Braeburn (FAB) as

<p>Committee G Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff</p> <ul style="list-style-type: none"> • This is reflected in the provision of indoor and outdoor spaces of our buildings, with ample air quality, clean and large windows for cooling. The school has trees that provide ample shade and well laid out corridors that provide shade, shelter, lighting and acoustical comfort for students' and visitors' well-being. • Auxiliary staff are aware of the Braeburn Circles, they are respectful to students and also encourage students to be respectful to them and responsible, for example, in the dining hall, and on school transport. • In Braeburn, all the individuals are expected to adhere to safety and health procedures put in place. To avoid any motor vehicle accidents, the children have walkways that are around the parking lots with staff on duty. • Emergency procedures like evacuation and lockdown for safety. Alarms are in place and backup security or fire services can be called if necessary. • The school has two nurses on site for any ailments. They offer first aid procedure and if necessary recommend further checks at the nearby hospitals. An ambulance is a phone call away in case of any serious medical issues. 	<p>a group that provides social activities rather than one which gives the parents a voice within the school. They were keen for a forum to be established which provide this.</p> <p>The open door policy is appreciated by both the teachers and those parents who spoke to us. There were some concerns about the timeliness and accuracy of some messages sent home from school. An example was given of information about changes in arrangements for a sports fixture being distributed very late and with some inaccuracies.</p> <p>A careers evening took place during the visit which was positively received by parents and students.</p> <p>It was noted that the grounds, with ample play space and areas to sit, were well used by students. As the school grounds are enclosed, there is no further space available for additional playing fields.</p> <p>The sports facilities allow students a wide choice of activities in addition to regular PE classes and these facilities are also used and appreciated by the staff. The art rooms, music rooms with practice areas and the facilities for drama all add to the range of teaching and learning opportunities available to</p>
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<p>Provide an education of the highest quality to maximise academic, physical and artistic potential and future prospects</p> <ul style="list-style-type: none"> • This is shown in our multimedia approach of teaching, storage using lockers and work spaces which are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes. • The facilities on site support the school's academic programme and allow for a wide variety of extracurricular activities to be offered to the students, for example, performing arts, various sports, pottery, dance, cooking etc. • Children are exposed to quality education about their health and safety. Lessons about citizenship and personal health are geared towards letting the learners access good practices in their lives. • To ensure that learners have healthy lifestyle, the site has qualified, professional Physical Education staff who ensures that children attain physical fitness due to the many games lessons that they offer. • The site has amenities that can be accessed by members of staff for the benefit of their healthy living. The facilities are manned by staff who are trained in the use of the high technology equipment invested in this aspect. • Additionally, children and staff are given an opportunity to explore their artistic potential by involving themselves in theatre and drama. There are school productions as well as professional artists production. The theatre is again, managed by a professional. • For internet-based learning, the site has ensured that learners can access internet facilities with ease. Safety filters have been put in place so that learners do not access inappropriate content. <p>Build positive and respectful relationships between students, parents, staff and the wider community</p> <ul style="list-style-type: none"> • The school accepts students from all walks of life and always ensure that they settle down well. It has clear governing body policies and school practices that encourage positive relationship between parents, students and the school in general. This can be seen in the strong pastoral group of staff that guide students throughout the school days. We have resident counsellors, buddies and mentors who also support this programme. • Students are encouraged to respect the school facilities, site and resources as well as the auxiliary staff, for example, through acknowledgment in assemblies. • Information and Communication Technology provision effectively supports the management and operational functions of the school. Examples include the computerised ISAMS system , academic tracking of students' records, registration, assessment and timetabling. The same applies to the school transport and accounting system. ICT is also effectively used in curriculum delivery and communication with students and parents. <p>Promote international and cross cultural knowledge, interest, awareness and understanding</p> <ul style="list-style-type: none"> • Students at Braeburn are at all times encouraged to be well rounded. This can be seen in the school's emphasis on sports, art, drama, MUN, international languages, international visits and school trips in general. Students from all walks of life are also admitted to the school and always have mentors to support them. 	<p>students.</p> <p>ICT is an area that has potential for further development across the school to enhance teaching and learning.</p>
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<ul style="list-style-type: none"> The Outdoor Education programme ensures each Year Group has a residential school trip (from Year 3) once a year. Additionally day trips for supporting learning in all subject areas take place regularly. International trips (for example, a ski trip to Austria or a Language trip to France also take place). <p>Area(s) for Future Attention: We feel the Educational Objectives underpin the workings of our school and we will work to ensure that this continues to be the case</p>	
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>Planning does specify learning outcomes/objectives. These are made known to the pupils in the majority of lessons.</p> <p>Students' learning is the focal point of school development and decision making, as evidenced in the SEF and School Improvement Plan.</p> <p>Student learning is measured in many ways: Questioning in class Various AFL techniques used during class time - www.ebi.com Collecting portfolios of work Self assessment Peer assessment against pre determined criteria Tests Examination results Portfolios/ coursework Tracking of progress against externally set targets provided through the CEM Midyis and Alis programme from year 7. Below year 7, teacher assessed targets are set. The removal of levels has created a challenge for measuring progress in years 7-9. To this end, subjects have devised their own criteria for grade descriptors from A-E to be used for years 7-9.</p> <p>Comparison is made with UK national averages for end of KS2 achievement in mathematics and English and end of KS4.</p> <p>Area(s) for Future Attention: Determining if Midyis continues to create reliable target grades with the removal of levels. Refining the system and criteria for grade descriptors for years 7-9. Increasing the use of ICT to improve learning - a group wide strategy is being proposed</p>	<p>The students and their learning are the central part of the four Educational Objectives. The teachers and students are very aware of these objectives and they are seen throughout programmes, the activities and the relationships in the school.</p> <p>The recently developed assessment policy ensures there is consistency in the ways students' learning is measured. By the school's own admission, there needs to be more emphasis on data collection and analysis over time to look at the whole school trends.</p> <p>Looking for ways to measure success in non-academic subjects and personal interests is an area for the school to explore.</p> <p>Learning objectives were seen to be clearly identified in many high school classes. In the primary classes, they observed students considering - WILF – "what I am looking for?" and discussing the questions: What are you Learning? Why are you learning? How will you know that you have done well?</p>

	<p>In the High School, summative assessments were observed, partly because of the exam-driven curriculum, but fewer examples of formative or other examples of assessment were seen.</p>
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>How does the school define Internationalism? An international person is one whose identity and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of a peaceful and cooperative global community.</p> <p>An international education is one with minimal and recognised cultural bias, often set in a multi-cultural environment that promotes global interests and is founded on universal moral values acceptable to everyone.</p> <p>The following ideas have been collated from all staff:</p> <p>How does Braeburn Promote Internationalism?</p> <p>Through our Educational Objectives These include a focus on internationalism</p> <ul style="list-style-type: none"> -Nurture a caring and supportive environment which fully acknowledges the value and individual needs of all students and staff; -Provide an education of the highest quality to maximize academic, physical and artistic potential and future prospects; -Build positive and respectful relationships between students, parents, staff and the wider community; -Promote international and cross cultural knowledge, interest, awareness and understanding. <p>Curriculum and Teaching Our Teachers are from a variety of backgrounds and have taught in many different countries. They bring with them a range of experiences and knowledge.</p> <p>Our curriculum includes topics and objectives that encourage appreciation, cooperation, tolerance and respect for others. We have adapted schemes of work to respond to our multicultural student body and to our host country, adding local, national and global elements. For example our themed topics with cross curricular links to Geography and History include:</p> <p>EYFS: Marvellous me! Year 1: What is it like in Nairobi? / Where in the world is Barnaby Bear? Year 2: Comparing UK and Kenyan coastlines / Where does our food come from? Year 3: Tribes of Kenya / An Island home Year 4: Kenyan Railway / India Year 5: East African Coast / Japan Year 6: Kenya's Rise to Independence / Around the USA</p>	<p>The Braeburn Schools Policy Handbook has an International, Moral, Social and Intercultural (IMSI) Policy with examples of where and how internationalism and intercultural understanding is reflected.</p> <p>Many examples of internationalism in practice in classrooms were evident: in the range of texts read in English classes, the focus on topics in geography, history and in displays of work in corridors and classrooms throughout the school. The students described internationalism in their classes and referred to different attitudes and points of view, which were apparent in class discussions as examples of internationalism which they described well. They also identified events such as International Day, World Languages day and others which highlight the international nature of the School.</p>

Year 7: Investigating Africa

Year 8: The Impact of the British Empire on Kenya

From Year 9:

English – IGCSE short stories from 10 different countries e.g. Games at Twilight by Anita Desai;

EM – case studies from different countries e.g. deforestation in Brazil

History – Globalisation of the cold war; Kenyan and African history; countries involved in WW2

Geography – case studies from different countries e.g. population policies in China

Sociology – multiculturalism throughout course and topics on nationality and ethnicity

Business – case studies from different countries and social responsibility topic

Psychology – topic on Ethnocentrism

Art – discussing African heroes of the 20th Century

Drama – Analysis of Nogongo, a South African script

Music – IGCSE curriculum includes world music such as Chinese, Indonesian etc.

Much of our classroom practice is based around collaborative learning and team work. Children are required to learn and apply skills in reasoning and problem solving with an emphasis on interacting well with others. Our English curriculum is rich with examples of texts from different cultures as the stimulus for writing, reading or speaking and listening activities; we also have a few year groups taking part in letter exchanges and pen pal schemes with schools as far as the USA. Additionally, our Religious Education curriculum (to year 6), which focuses on celebrating diversity and tolerance and understanding of religion, covers the six major faiths and includes a visit to many places of worship.

Our PSHE curriculum is built around three 'Core Themes': Health and Well-being, Living in the Wider World and Relationships.

From year 9, PSHE includes topics on diversity, rights and responsibilities, race, religion, nationalities, Kenyan law and politics

Our commitment to the International, Moral, Social and Intercultural Development (IMSID) of our pupils is outlined in the IMSID policy.

Our school libraries include books from different countries and cultures. Dual language books are available for learners of English as an Additional Language. We have over 80 nationalities in the school and many students come with no English. We meet the needs of students from multi-lingual backgrounds through our EAL programme within the Inclusion department. New students are assessed on entry to ascertain the level of language support they will require in order to access the curriculum as swiftly as possible.

Events

As a school, we calendar curriculum enrichment days which celebrate different cultures, languages and beliefs. Events such as Book Day, International Day, World Food Day, Respect Day, Cultural day, bonfire night, international trips, international hijab day, World Languages Day, National Mother Tongue Day.

<p>Extra-Curricular</p> <p>Outside of the school day, our extracurricular programme includes a variety of activities such as MSMUN, EAMUN, Musical Theatre, Scouts, Cookery, Recycling, Future Leaders, Christian Activities, Chinese Language, Dutch language, President's Award, Community Service, and debating that focuses on topics of international or universal importance e.g. migration</p> <p>Also, there are many fund raising efforts , led by the students, throughout the school such as non-uniform days, bake sales, etc. One example of this was the fund raising for the Nepal earthquake instilling in children a sense of concern for and awareness of the world.</p> <p>Assemblies</p> <p>These are used to touch on universal moral issues. Sexism, racism, terrorism have all been past themes in the High School. Assemblies are also used to raise awareness of events and issues of global importance: Holocaust, ANZAC day, International Day of Peace, World Aids days and to highlight stories of people from around the world.</p> <p>Themed assemblies form a part of weekly gatherings where topical issues are explored.</p> <p>Form/Class time</p> <p>This is used to consider world news stories, highlighting different perspectives on a single issue.</p> <p>General</p> <p>At Braeburn we pride ourselves on being aware of different cultural traditions and religious boundaries. We encourage sensitivity to different cultures, and celebrate cultural diversity, teaching children to be respectful and tolerant of one another. Pupils from all nationalities and faiths are welcome and valued.</p> <p>Transition: We acknowledge our highly mobile student population and put measures in place to support pupils and their parents on arrival and when preparing to leave.</p> <p>Areas for future focus:</p> <p>Increase support for parents with English as an additional language by providing school information in different languages e.g. expectations, structure of school day, code of conduct</p> <p>Encourage more involvement of parents of high school pupils in “Friends at Braeburn” (Parent-Teacher Committee)</p>	
<p>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</p> <p>The further development of teaching and learning with a focus on:</p> <ol style="list-style-type: none"> 1. Monitoring the impact of the Educational Objectives 2. Maximising value added for all pupils and subjects 	

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SECTION 3 – THE FUTURE

How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>1. A greater incorporation of ICT to aid learning. A group strategic approach to the use of ICT is being developed</p> <p>2. The introduction of more vocational courses to be considered in the High School</p> <p>Challenges:</p> <ol style="list-style-type: none"> 1. To adequately resource additional ICT provision. 2. Ongoing national security issues that impact on recruitment of international staff 3. Retention of staff <p>Opportunities</p> <ol style="list-style-type: none"> 1. Build on our caring ethos to ensure transient international students and their families have an excellent experience while at Braeburn. 2. Exploit new opportunities in ICT to aid Teaching and Learning. 	<p>The school year 2016/17 will add BTEC courses, including business studies; this reaches the goal of enabling students to reach their potential. The challenge of resourcing the ICT programme and developing protocols for use that will enable the students to use technology as a tool in a classroom is recognised. This will be addressed soon.</p> <p>The recognition of the transitory nature of the student population will result in a programme to introduce new members of the community into life at Braeburn and Nairobi. Students leaving will also have support as they move to another school.</p>

PART III SCHOOL DATA

School Name:	Braeburn School
Address:	Gitanga Road, Lavington, Nairobi KENYA P.O. Box 45112 GPO 00100
Date of most recent Team Visit:	February 2011
Date of the 5-Year Report:	December 2015

At the time of the last Team Visit	Total student enrolment was:	855 High school: 194 Primary 660
	Age range was:	3 - 16 years

At the time of this 5-Year Report	Total student enrolment is:	929 High School: 248 Primary: 681
	Age range is:	3 - 18 years

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Charlotte Hilton	Head teacher, Primary	A, F, C, 2, 3
Virginia Catlin	Head teacher, Secondary	A, C, 2, 3
Joanna Garner	Primary Education Manager	G, A, C
Anne Bishop	Secondary Education Manager	C, A
Kelly Pugh	Assistant Head	B - KS2, D
Catherine Waithaka	Assistant Head	B - KS1
Hellen Mitema	Learning support	B- KS1
Caroline Munene	Year 2 leader	B - KS1
Pamu Sokhi	Year 1 leader	B- KS1
Stephen Walker	Deputy Head, High	B - KS3
Andy Boutle	Academic leader years 7 and 8	B - KS3
George Lameka	Head of mathematics 7,8	B - KS3
Karen Dickenson	English, 7 and 8	B - KS3
Matthew Wilkin	Head of Sixth Form	B - KS4/5
Maddy Bowley	Deputy Head Pastoral, years 9-13	A, B - KS4/5
Joffrey Candella	KS 4 coordinator	KS 4/5
Jacki Mudd	Head of Geography	KS 4/5
Jorge Iglesias	Head of Spanish	KS 4/5
Erin Walker	Inclusion leader	E
David Wasilwa	EAL	E
Rosaline Mbaire	Class teacher	B - EYU
Roger Nyende	Head of Biology	F
Lillian Ayatta	Head of English	D
Betty Wakhu	Head of Art	D
Rahab Edalia	Special Education Needs Teacher	D
Regina Raj	Mathematics	D
Jane Isige	Swimming teacher	D
John Macharia	Class teacher	G (operational systems)
Nancy Muriuki	Year 4 leader	A, B- KS2

Our thanks to the other members of staff who made input but are not mentioned above

SUPPORTING DOCUMENTS & SIGNATURES

<p>Please list supporting documents enclosed with this report (or provide hyperlinks):</p>	
<p>Director/Head of School Name: Charlotte Hilton Virginia Catlin</p>	<p>Signature:</p>
<p>Director's/Head of School's E-Mail Address: Charlotte.hilton@braeburn.ac.ke Virginia.catlin@braeburn.ac.ke</p>	
<p>Board Chair Name: Rob Williams</p>	<p>Signature:</p>
<p>Board Chair's E-Mail Address: rob.williams@braeburn.ac.ke</p>	
<p>Date: December 17th 2015</p>	

Upon completion, please send this Report to CIS.

Thank You.

PART IV CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
 - the extent to which the school is mission driven and vision led;
 - the extent to which the school is learner-focused and cares about well-being;
 - the extent to which the school has embedded internationalism into the fabric of the school.

VISITORS' COMMENTS

The teachers and staff of Braeburn School are committed to continual improvement in the quality of education they provide for the students. Through the accreditation process, the school has become focused on the three main core principles: the School's Guiding Statements, Teaching and Learning and Internationalism, all of which underpin and enrich the full educational programme.

Students and teachers demonstrated awareness of and a commitment to learning and the sense of being part of an international community, which is accepting and respectful of differences and varieties of talents, was palpable. The school has plans to continue to develop and grow and we wish them every success.

Our appreciation goes to the management and board of Braeburn Schools, the administration, teachers and staff and, of course, the students and the parents who met with us, all of whom willingly shared their time and energy to assist us.

We wish Braeburn School every success as it continues to focus on school improvement and strives to further develop student learning and well-being.

Visitor's name: Kay Mongardi	Visitor's name: Patricia Mertin
Visitor's position: CIS SSEO	Visitor's position: CIS Visitor

Date: 11 February 2016