



**COUNCIL OF
INTERNATIONAL
SCHOOLS**

TEAM EVALUATION REPORT

Braeburn School

Nairobi | Kenya

Warwick Bailey | Head of School

Team Evaluation Visit Dates | 05 - 11 March 2022

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Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School is a member of the Braeburn Schools group of nine schools. There is a clear definition of the relationship Braeburn has with the rest of the Braeburn Schools group. The organisation is well set up with governance in two layers; group level as well as school level. The separation of these layers can be seen in the organisational chart. However, the organisational chart should be reviewed annually to ensure that it is reflecting the accurate structure of the school with the correct terminology for positions in the school.

The connection between the schools in the group allows for collaboration as well as individuality and self determination among the schools.

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require recommendations in this section.

Part 1: School Overview - Student Admissions and Attrition - Team Evaluation

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School collects and monitors their admissions numbers effectively. They track a number of metrics that allow them to make informed decisions about the school's effectiveness and marketing in the community. The admissions data also informs the school of students who will need additional support. As well, the heads of school can use this information as part of their financial projections and predictions for forecasting enrolment and subsequently budgeting.

Students leaving the school are also questioned to ascertain the reasons for the departure.

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require recommendations in this section.

Part 1: School Overview - Faculty and Administration - Team Evaluation

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school monitors their staffing metrics to ensure that they can track the information to be able to make informed choices and decisions that are data driven. Unlike other schools in the Braeburn Schools group in Nairobi, Braeburn has a diverse staff from different nationalities. This allows for diverse experiences coming in, as well as a reasonable turnover of staff. Also there are more complexities with expatriate staff. It was mentioned that the Kenyan government periodically makes changes to the requirements for expatriate work permits etc. Some of these changes in the coming years will include minimum number of years service and qualification requirements. This could affect the level by which Braeburn School strategically works with recruitment.

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require recommendations in this section.

Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School monitors achievements for both the primary and secondary schools. Looking at a range of metrics such as IGCSE results and other cognitive growth tools allows the school to evaluate student progress as well as school global performance. The school also puts value in non-academic endeavours such as sports, inter-school competitions, fieldtrips, and other pursuits like literary, arts or performance based competitions.

CIS does not require commendations in this section.

CIS does not require commendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require commendations in this section.

Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own Guiding Statements.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School has developed a number of policy documents and handbooks to support different parts of the school operations. Some of these are supported by group wide policies. While there are an extensive number and variety, a review of these documents or a cycle of review would allow for the most recent to be available. Also a clear central location or way for all to access the policies would make for a more transparent approach. Presently some policies are only available upon request. Also, not all staff were aware of how to access policies.

The school also maintains compliance with the different government organisations to maintain certification in the different areas. These include Ministries of Health, Education, and Labour.

Braeburn School also belongs to a number of academic organisations to provide support and expertise as needed. This allows for collaboration and have access to quality professional development.

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require recommendations in this section.

Part 1: The CIS Community Survey - Team Evaluation

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has taken their survey data and collated it into a variety of categories.

The school did an evaluation of the survey data and had a survey response rate lower than would have been expected; 50% of families, 68% of students, 88% of staff and board. While the staff had a good response, students and families was lower than could potentially lead to identifying issues. Having said that, the school did take this information to work with. This has led them to develop a number of action plans which will or have been developed since the survey was generated.

When asked, Braeburn School had chosen a 90% threshold for their community survey. This reflects on the school's seriousness and commitment to school excellence. The school has made appropriate changes to many of the areas identified in the community survey and made action plans to address any issues that arose. There are some that are still ongoing, but the school is in process of developing more extensive plans to work on these areas

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

- ★ CIS does not require commendations in this section.

Recommendations

- 💡 CIS does not require recommendations in this section.

Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Overall, Braeburn has demonstrated through this SWOT analysis that governance and leadership effectively understands its financial context and makes decisions to enhance the sustainability of the school.

The analysis does show a depth of thinking by which the school, in conjunction with the Braeburn Schools group leadership, identify areas in which the school could be influenced or affected. The SWOT shows that while Braeburn does have autonomy and individual control of the school, being a part of a group can have financial and operational impacts on the other schools.

It would be good practice to conduct this SWOT analysis annually in light of the changing environment and political circumstances that the school is in.

Part 1: Financial Information - SWOT Analysis - School and Group leadership for an honest approach to the SWOT analysis and how it would affect both the Braeburn School and the Braeburn Schools group for future development.

None at this time.

Commendations

- ★ Part 1: Financial Information - SWOT Analysis - School and Group leadership for an honest approach to the SWOT analysis and how it would affect both the Braeburn School and the Braeburn Schools group for future development.

Recommendations

- 💡 None at this time.

Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to audit indicates that there are no discernible issues regarding the school's financial stability and legal compliance.

Braeburn has the benefit of belonging to a group who have internal auditing procedures in place to monitor financial processes of each of the schools as well as at the group level. There are a number of large multinational audit companies with offices in Nairobi. This allows Braeburn Schools group to utilise the expertise locally.

The internal and external audit process predominantly occurs at the group level with the heads of the schools becoming involved as necessary. The internal audit staff have close relationships with the school level financial personnel to ensure ongoing support throughout the year.

The final external report is submitted to the financially literate Braeburn chairman who reviews the document to get a group wide overview before disseminating the information to stakeholders.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 1: Financial Information - Financial Management - Team Evaluation

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to financial management indicates that there is effective implementation of finance policies and procedures.

The business office of Braeburn has good, clear, and thorough processes in place to support the different financial requirements and operational needs of the school. Having the group finance manager involved helps the school maintain organisation and group-wide standards of practice. What will be needed to ensure transparency and the clear outlining of procedures for handling finances is a financial procedures manual. Through conversation, it was explained that there are many separate policies in place for different financial situations. However it was said that currently there is not one clear document that pertains to the management of finances at the school level. This was in progress. It will be important to have a document that discusses how Braeburn manages the different practices. While the staff involved have been with the organisation for a number of years, institutional knowledge of practice will be lost if there is a staff turnover. The handbook also helps protect the organisation from deviating from accepted practice or help individuals unsure what processes to follow.

The Braeburn Schools group made the decision to lower both the tuition (between 10% and 40%) and staff salaries (15%). There was a tax incentive for employees and the schools for these reductions. Then between June 2020 and December 2020, both tuition and staff salaries returned to pre-COVID-19 levels. The government also removed the tax incentives at this time. It was made clear that the parents were very appreciative of this approach by the school.

None at this time.

Part 1: Financial Information - Financial Management - The business manager develop a financial procedures handbook outlining all the different processes used by the Braeburn business office to ensure operational continuity and transparency of practice.

Commendations

★ None at this time.

Recommendations

- 💡 Part 1: Financial Information - Financial Management - The business manager develop a financial procedures handbook outlining all the different processes used by the Braeburn business office to ensure operational continuity and

transparency of practice.

Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to financial planning indicates that there is effective student enrollment modelling and forward operational and capital expenditure planning. This enhances the sustainability of the school.

Schools in the Braeburn Group are able to individually undertake projected forecasting of costs for projects or operational needs. As a group, the board of directors work efficiently and could clearly demonstrate that they have forward thinking and future development as part of their ethos. There is a use of data modelling and decisions are backed by data to ensure that justification can be made for the direction the decision takes the school.

The school has documentation to show that they are able to fund different initiatives or planned activities that they are interested in developing. This comes from a focus on sustainability within the schools of the group. Braeburn has benefited in recent years by this expansion and development approach.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 1: Financial Information - Insurances, Investment Policies and Debt Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Review of the school's evidence related to debt management indicates that there is appropriate management of debt to enhance the sustainability of the school.

Review of the school's evidence related to risk management and insurance policies indicates that there is effective identification and mitigation of risks, including appropriate insurance cover.

The Braeburn School is fortunate enough that insurances for the various parts of the school; buildings, vehicles, medical etc are handled at the group level. This allows for bulk deals and comprehensive coverage. The insurance certificates were sighted by the evaluation team. The Braeburn Schools group is looking to add a director insurance policy to the portfolio to cover group administration.

Investments for future development is at the Braeburn Schools group level. The group has a conservative but confident approach to investment strategies but ensuring that reliance on one financial institution does not limit the school. Currently the group is using three financial institutions, primarily based in Kenya, to store their financial assets and looking to increase this to five different entities. Investment strategy is limited to bonds and cash contingencies spread across accounts in the different institutions.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 1: Financial Information - Collections - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school has a procedure in place that supports the ability to collect outstanding fees. This system allows for people in financial difficulties to find a suitable way to pay the fees.

The Braeburn Schools group has a robust fees administration committee which is in place to allow for debt collection and processing of requests for alterations to fees. The committee has a fees counsellor who works with families with outstanding debts to find a suitable solution. This committee is based at the group level which allows for transparent and consistent approach across the different schools. There is a Debtors Control Matrix which allows the committee to follow the process. By debt collection being at the group level, it removes the need for academic heads of Braeburn from getting involved in often sensitive financial discussions. Heads of school refer parents to the relevant person at the group level.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain A - Standard A1 - Team Evaluation

The school's purpose, direction and decision-making is guided by clear guiding statements that are appropriate for the needs of all constituent groups.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School, as a member of the Braeburn Schools group, has clearly defined guiding statements that help with the decision making process. The relationship with the vision of Braeburn School group's guiding statements and Braeburn School shows a clear connection but also a clear separation to allow for individuality.

These guiding statements are visible throughout the school campus, literature that is published, as well as the school's online presence.

It is very clear from meeting with both the school leadership and the group's management that the guiding statements of the group filter down to the school level to help guide decision making and forward thinking.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain A - Standard A2 - Team Evaluation

The school's Guiding Statements conform to the CIS Code of Ethics.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The guiding statements for both Braeburn School and the Braeburn Schools group are well thought out and do conform to the CIS Code of Ethics by focusing on positive relationships, respect, ethical practice, and cultural awareness.

Both the guiding statements and the ethos of the school have a caring and respectful feel. There is a genuine atmosphere that promotes a positive environment and ensures that the workplace, the people in it, and the community that benefits from it are all supported and work together for a common goal. Through conversations with different stakeholders of the school, it was also evident that decision making at all the different levels has an ethical foundation.

The soul of the school is that of a positive, encouraging, and supportive work environment. Everyone spoken to felt that the school demonstrates their guiding statements clearly and genuinely.

Domain A Standard 2 (Major) - The school staff for embracing the school's guiding statements in a genuine and authentic manner to ensure the school is a supportive and learning environment.

None at this time.

Commendations

- ★ Domain A Standard 2 (Major) - The school staff for embracing the school's guiding statements in a genuine and authentic manner to ensure the school is a supportive and learning environment.

Recommendations

- 💡 None at this time.

Part 2: Domain A - Standard A3 - Team Evaluation

The Guiding Statements endorse the school's commitment to developing intercultural learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has developed a definition of intercultural learning. This is evident in how the school operates and collaboratively works. Staff can talk using the language of intercultural learning. Students demonstrate it through their actions. There are different examples, service learning, classroom activities, assemblies etc, that show how the school demonstrates intercultural learning to ensure that they appreciate their rights and responsibilities.

In the upper school, different examples can be seen of linking to intercultural learning. These include a range of service learning clubs, student leadership, and activities that allow students to explore the local and wider community.

While the school has focused on ensuring that intercultural learning occurs, it will be important to monitor this for balance, accessibility for all students, and effectiveness across the different divisions of the school. Also, while it is clear that the school has adopted intercultural learning as part of the school's values, a school wide document needs to be developed to ensure that it can be understood by all and that future stakeholders in the school know what the school stands for.

Commendations

None at this time.

Recommendations

Domain A Standard 3 - School leadership develop a succinct document defining intercultural learning to allow for community understanding.

Part 2: Domain A - Standard A4 - Team Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School clearly demonstrates trust and respect as core values of the school.

Now that the regulations for COVID-19 have begun to be removed, activities are returning to their pre-COVID-19 format. The school has a number of clubs and organisations that focus on supporting each other as peers in school. This promotes a positive focus for the rights of the child to make sure that there are enough mechanisms in place to support. These include a variety of coordinators to monitor and support, counsellors, peer mentors etc.

Through activities and the PSHE curriculum, students are educated on their rights and responsibilities in their learning.

Braeburn schools not only comply with the UN Convention on the Rights of the Child and other internationally recognised protocols, they also comply with local Kenyan expectations. As members of CPAN, they have access to information, support, and resources for child protection and safeguarding regulations.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain A - Standard A5 - Team Evaluation

All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

Self Ratings

Met

Accreditor Ratings

Exceeded

Accreditor Report

A strength of Braeburn School, in conjunction with the Braeburn Schools group, is that they understand the importance of involving the different stakeholders. Communication about the guiding statements is thorough between the school and its constituents, including student groups and the staff.

The review process involved broad representation and allowed for dedicated times when the guiding statements are commented on. The school uses a variety of reflective tools to gather data. However, they are not used just for getting it done. The effectiveness of the data collected is valuable to the school in understanding the school's purpose and direction.

The evidence suggests an improved rating from that indicated by the school. Domain A Standard 5 - The school for ensuring that all stakeholders are active engaged members of the community through a variety of tools to allow for the understanding of the guiding statements in the school community.
None at this time.

Commendations

- ★ Domain A Standard 5 - The school for ensuring that all stakeholders are active engaged members of the community through a variety of tools to allow for the understanding of the guiding statements in the school community.

Recommendations

- ⚡ None at this time.

Part 2: Domain A - Standard A6 - Team Evaluation

The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

As the school develops deeper understandings of intercultural learning, high-quality learning, and global citizenship, the school will link to values that are inspired by the guiding statements.

It was evident that staff and students were clear in their understanding of the guiding statements and were implementing them in age and grade appropriate ways. It appears to have been made as part of the ethos of the school. The caring, respectful nature of the staff and relationship with the students showed a purposeful and live application of the guiding statements.

The school enthusiastically uses the guiding statements in day to day activities. The addition and implementation of definitions pertaining to intercultural learning, high-quality learning, and global citizenship will need to have a thorough process for evaluation given their ambition and broad scope. At this stage, the school is developing tools on how to evaluate the guiding statements. They have developed The School Evaluation Framework (SEF) which allows a robust way for the guiding statements to be evaluated and data collected to see how well the school is progressing.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain A - Standard A7 - Team Evaluation

The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has developed their definition of high-quality learning, albeit in a non-formal way. In a similar way to the definitions of global citizenship and intercultural learning, the school is evidently showing it in practice, but needs to develop further documentation and embed these definitions into policy. This will help stakeholders be able to access and connect with the purpose of the school.

While there is a definition of high-quality learning, and it can be seen through the school, it is unclear how embedded it is throughout the whole school and how staff and new stakeholders learn of these definitions. Having the definitions in a school-wide document, and published widely, will allow for the definitions to be more understood and institutionalised into the school practice; particularly if there is a change in core staff. High-quality learning will be an ongoing process that will need some form of review on a regular basis to evaluate the effectiveness of the programme. This would lead to adjustments to best serve the community's needs.

Commendations

None at this time.

Recommendations

Domain A Standard 7 (Major) - School leadership develop a succinct document defining high-quality learning to allow what is happening in practice to be documented and embedded in the school's culture.

Part 2: Domain A - Standard A8 - Team Evaluation

The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The admissions policy that the school has developed is published clearly on the school's website and states that they are non-selective. Parents are also talked through the process upon inquiry to the school with as much time given to ensure that parents are aware of the philosophy of the school to ensure a match.

There are a number of forms and documents that the students and parents use that have an inconsistent style and format. For ease of understanding and process, a review of these forms would allow for a consistent approach as well as ensuring that the data collected by the school meets the entry requirements to support student admission.

Students who require additional support or who have medical requirements are handled sensitively and the relevant people are informed to ensure a smooth admission for the student.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain A - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School has very strong guiding statements have have evolved from consultation with both the school's community and stakeholders, as well as the Braeburn Schools group governance. The guiding statements match what it is that the school aims to be, achieve, and pursue to provide for their learning community. The values that Braeburn School have developed from this process serve the school well. Students and staff from Braeburn School epitomise what it means to be a member of this community as these values are demonstrated clearly and genuinely; the school community is supportive and have created a working and learning environment that is supportive and open.

The guiding statements had buy-in from different areas of the school and the planned actions of the school do talk about how the school plan to monitor the effectiveness of these guiding statements. What the school should aim to do is solidify how this will occur and in what format they will monitor the effectiveness. The school is very good at gathering data but should document the process by which the guiding statements will be monitored.

The school has intercultural learning and high-quality learning as part of their culture, conversations, and planning. This was demonstrated through a vast number of activities and programmes to support student development. There were also opportunities to see this in action throughout the school. The school has this embedded in their school as part of who they are. It is relatively new so what will be important is to ensure there is school-wide documentation to support this for future development of the school.

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

Commendations

- ★ Please refer to commendations under individual standards for this domain.

Recommendations

- ⚡ Please refer to recommendations under individual standards for this domain.

Part 2: Domain A - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain B - Standard B1 - Team Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The delineation between Braeburn Schools group responsibility and governance, and that of this Braeburn school is clear through documents such as the organisation structure as well as other policy and operational documents. However, there are multiple organisational charts available and some describe outdated roles or positions within the group. The role of executive director of Braeburn was removed over 10 years ago and the school leadership is made up of two headteachers; one for primary and one for secondary. A review of the corporate structure and updating of documents should be conducted to best represent reality. As these documents are potentially available to parents it is important that accuracy is maintained. The organisational structure of the group is available and explained on the website which supports the purpose of the group.

Braeburn Schools group has a very good focus on forward thinking, future planning, and future proofing of the group of schools. Allowing each of the different schools their own identity while still being under the Braeburn Schools group umbrella is a strength. Braeburn School, which has an international student and teaching staff population, has developed a core set of guiding statements that complement those of the vision and mission of the group.

Commendations

Domain B Standard 1 - The Braeburn Schools group for clearly defining the corporate identity of the school while allowing autonomy of Braeburn School's identity to allow for clear individual development.

Recommendations

Domain B Standard 1 - The Braeburn executive leadership review the corporate organisational chart to ensure that it is reflecting current practice and leadership roles so that community members understand the structure.

Part 2: Domain B - Standard B2 - Team Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There is a job description for the two headteachers in the evidence provided; however, the structure of this document is more a bullet point list of operational tasks rather than a job description for the pedagogical and philosophical leader of the school. Having said this, the relationship between the school leaders and the Braeburn Schools group is well understood by stakeholders. This makes for a clear understanding of the roles and responsibilities to ensure distributed leadership from the group level and allowing healthy autonomy for the Braeburn School leaders. While many of the job descriptions for the school need reviewing for either consistency of content or formatting, the role of headteacher is a strategically important role to have a solid, robust job description that outlines how the headteacher is the academic and pedagogical leader of the school. From talking with the two headteachers, it was discussed that since the self study, an updated job description was developed that replaces the one provided in evidence. This is now more in line with a pedagogical approach to leadership of a school.

The organisational chart showing the relationship between school level leadership stakeholders is very clear and published. This helps to empower the Braeburn School headteachers to be seen as the operational and educational leaders of the school. There was no evidence of micromanagement or interference in academic matters from the group level.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain B - Standard B3 - Team Evaluation

The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The financial planning and future vision of projects from small minor repairs to major capital expenditure is clearly articulated in both procedures and expectations. The Braeburn Schools group has this vision and group wide planning in place to ensure the financial resources are available for major capital works/repairs. This has been a success of the nine different schools. The group has not looked to expand quickly which they feel could potentially compromise their sustainability. They look to ensure that the resources are available to the schools as and when needed.

In terms of capital works projects or major expenditure that may not have been in the operational and cash flow budgets of Braeburn School, the process requires the leadership to make plans and submit these to the group level projects division for consideration. Some of these projects have impacts across other schools which allow for considerations to be made on buying power and sharing of resources/facilities. From discussions with the school level leadership and financial controllers, it is clear that Braeburn Schools group is well resourced to allow for many projects to be undertaken. The ability for Braeburn School to invest in school development has allowed for growth and resourcing to support student learning as well as other projects like professional development.

The Braeburn Schools group focuses on and develops strategic pedagogical plans for the short term and medium term future. These include supporting professional development, teacher enrichment, pedagogical vision, and new teacher training. This is another example of the groups forward thinking and planning.

Commendations

Domain B Standard 3 - The Braeburn Schools group for having the foresight to ensure resources are available to sustain the continual growth and development of Braeburn School.

Recommendations

None at this time.

Part 2: Domain B - Standard B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The Braeburn School governance structure for leadership and management allows for initiatives to be developed as well as smooth operations. The relationship and governance support for Braeburn School, from the Braeburn Schools group, allows for clear oversight and self determination at the school level. There are a number of support avenues from the group for the management of Braeburn School to be able to seek advice or support to ensure that the school operates at peak performance.

The school and other legal elements of the governance are compliant with both local Kenyan regulations and international best practice. Ownership is transparent and published to the community allowing accessibility and clear governance.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain B - Standard B5 - Team Evaluation

The Guiding Statements drive strategic planning and the school's strategic decision-making.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was clear that both the Braeburn School leadership and the Braeburn Schools group managing board all have the core beliefs and guiding statements as a driving force for all decision making. These are reviewed and referenced on a regular basis to ensure members of the different leadership teams understand who the school is and what drives decisions.

This can also be seen reflected in marketing materials as well as published and governing policy documentation. It was made clear that the wider community and potential parents and families wishing to join a Braeburn school are aware of the style and beliefs of the Braeburn organisation. Parents expressed that they know what they are getting with the Braeburn brand. Braeburn School, while a member of the group, does still maintain its own individual identity.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain B - Standard B6 - Team Evaluation

The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.

Self Ratings

Exceeded

Accreditor Ratings

Exceeded

Accreditor Report

Braeburn School's leadership and middle management structure is made up of personnel who are committed to the school being interculturally aware and sensitive to an ever-changing environment, while still respecting local customs and governmental regulations. The middle management level of leadership in the school covers a range of responsibilities that are developed and given autonomy to build into a strong department. This is evident from meetings with leadership and middle management who all spoke of key characteristics and values like respect which are at the forefront of daily operations and leadership and interpersonal relationships.

The day to day running of the school involves many different committees, teams and groups working together. It is clear that these relationships are built on a very strong foundation of respect. The leadership is demonstrating the guiding statements. The respect and collegial environment allows for appropriate support to be given to each other to achieve the schools mission. During conversations with the different stakeholders, they expressed that the working environment and conditions made for a positive professional experience. Many staff mentioned it was the best school they have worked for, that they were happy with the school.

Domain B Standard 6 (Major)- The whole school staff for embracing a culture of respect and positive professional working atmosphere to ensure that the learning environment is a positive experience for students and staff.

None at this time.

Commendations

- ★ Domain B Standard 6 (Major)- The whole school staff for embracing a culture of respect and positive professional working atmosphere to ensure that the learning environment is a positive experience for students and staff.

Recommendations

- 💡 None at this time.

Part 2: Domain B - Standard B7 - Team Evaluation

The working relationship between the Proprietors/ Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There is a strong working relationship between the governing bodies of both the school and the group. This was made evident during conversations with both levels of the school where there was a clear separation of authority.

While the organisational chart needs to be refreshed and updated, it was clear from this that the group governance level values the Braeburn school level administration and allows them the autonomy and control of operations at the school; particularly with regard to educational decisions. The line management for school based leaders is at the group level, but there was no evidence of micromanagement; only support and guidance.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain B - Standard B8 - Team Evaluation

There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has an extensive collection of policies that are aligned with the purpose of the school and serve to enhance short, medium, and long term operations. While there are a lot of policies, some of which come from the group level, there were some that were out of date, or overdue for review.

The school is very proactive with projects and there is an ethos and culture in the school to move forward and develop documentation, but some of the review cycles were very ambitious. There would be merit in considering ways to streamline the overall management of policy in order to make the review, collation, and access of policies easier to manage. Through conversations with stakeholders it was apparent that while most people knew there were many policies, some staff were unaware of some, or where and how to access them. It was also mentioned that some policies are only available upon request.

Commendations

None at this time.

Recommendations

Domain B Standard 8 (Major)- The school leadership to find ways to ensure that all school policy, practice, and handbooks are centrally located and available in a way that all staff are aware to ensure clear transparency and equal access.

Domain B Standard 8 - The school leadership to introduce a process for the global management of school policies in order to ensure that policy and practice remain up-to-date and better able to serve the school's purpose.

Part 2: Domain B - Standard B9 - Team Evaluation

There is a clear roadmap for the storage, access and use of data to enhance learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School, like the Braeburn Schools group itself, has a very data driven approach to decision making. The school collects data from different stakeholders to make the informed decisions that affect the operations or learning environment of the school.

The school has a mixed relationship with devices in the school. There are areas where devices are encouraged and other areas where devices are restricted. While this is a philosophy within the school, there is an inconsistent and, at times, misunderstood approach to the use of technology. This was explained by different teachers and students. It would be useful for the technology team, in consultation with educators, to have a technology strategic plan that outlines the pedagogical approach to the use of technology in classrooms to enhance learning. Technology has a hardware component as well as a philosophical and pedagogical approach to application. The Braeburn Schools group has a document pertaining to the maintenance and purchase of technology, but there is limited access to the philosophical connection. Braeburn School should also look to take any group document/policy and adapt that to their own context.

The school leadership may take this as an opportunity to provide some pedagogical professional development in the area of technology integration across the different learning environments.

Commendations

None at this time.

Recommendations

Domain B Standard 9 (Major)- School leadership look into professional development opportunities for enhancing learning through the integration of technology in teaching methodologies.

Part 2: Domain B - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The governance of Braeburn School, as a member of the Braeburn Schools group, has a clear identity that has evolved over the years. While clearly the flagship of the group, Braeburn School has a distinct identity that separates it from other schools in the Braeburn Schools group. This diversity is a strength of the group and comes from a top level leadership and the positive working relationships built between the governance and management level of the group and the academic leaders of the school. These positive interactions allow for a two way communication process that leads to fruitful, productive, and effective developments in the school.

The headteachers of the primary and secondary schools in Braeburn have been with the school for a number of years and have built a strong middle management and effective leadership team that allow for many projects to occur to build an effective teaching and learning environment for staff and students. This commitment by the school to embrace the guiding statements leads to a vast range of experiences for students.

Policies have been put in place for much of what happens in the school. While the school is proactive in writing policy, some of which are either passed down from the group level or written in conjunction with the group level management, it is important that policies are centralised and accessible to all. There were concerns that some staff knew about policy, some did not, some knew where to access them, and others did not. The school is working on ways to make sure that staff had what they needed to work effectively.

It was clear that the guiding statements are at the forefront of the school decisions. The leaders of the school knew what was required and would constantly be able to link decisions back to the guiding statements and the ethical approach to ensuring the school was compliant, a positive working environment, and an effective place of learning.

Financially, Braeburn School is sustainable and able to provide what is needed to run the school, as well as initiate a number of projects that would enhance the school. The salary scale is a concern for some areas of the school. This was an action plan for the school and while there has been movement on transparency for the salary scale, there is still an element of discretion being used with regards to openness of the salary scale. There are corporate issues, cultural issues, as well as sensitivity to be considered in context of the school and local culture. The school spoke of this and will look to find a happy medium to best meet the needs of all involved.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 2: Domain B - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain C (Elementary/Primary) - Standard C1 - Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Self Ratings

Exceeded

Accreditor Ratings

Met

Accreditor Report

Evidence and discussions with staff demonstrate a broad, balanced, and sequenced curriculum. While the British national curriculum forms the basis of the school curriculum, it is also given an international dimension through a range of topics, enrichment activities, and events. There is also an equally important focus on sports and the performing arts. Taken together, all of these elements reflect the school's holistic approach to education and align with the school's guiding statements. Evidence and conversations with staff and parents also confirm the alignment of the curriculum with the school's mission and vision.

Conversations with staff and students indicate that the guiding statements, which include the Braeburn circles, are well understood, visible throughout the school, and form an integral part of curriculum policy and planning. In discussions with staff, there is evidence of shared understanding of what high-quality learning is. Faculty report that they and the students have been consulted in order to create a more formal definition. However, the school is yet to clearly articulate its definition of high-quality learning in a formal way.

Responsibility for curriculum planning, design, articulation, implementation, and review is clearly understood and is overseen by subject leaders, year group leaders and assistant headteachers. Equally, as one staff member said, 'Everyone is responsible for the curriculum.' Indeed, every member of staff is now involved in a subject development group. The school has also recently expanded the number of subject leaders, facilitating collaboration.

Despite the school rating indicated, the evidence suggests that the school does not yet exceed the standard.

Domain C (Early Childhood/Elementary/Primary) Standard 1 - The school articulate and share its own definition of high-quality learning with reference to its guiding statements in order to facilitate shared understanding.

Commendations

Recommendations

- Domain C (Early Childhood/Elementary/Primary) Standard 1 - The school articulate and share its own definition of high-quality learning with reference to its guiding statements in order to facilitate shared understanding.

Part 2: Domain C (Elementary/Primary) - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The curriculum is thoroughly documented and articulated, both horizontally and vertically, as demonstrated by the curriculum mapping and planning evidence provided. The curriculum map provides a simple overview of topics covered in each subject across the primary school. Detailed planning by subject area clearly outlines curriculum content. Example subject lesson plans show use of a common template for recording the sequence of lessons. Learning objectives and success criteria, as well as whole class and differentiated group activities, are also incorporated into subject lesson plans.

Year group leaders and subject leaders meet regularly with staff to ensure continuity and progression across the curriculum. Evidence and discussions with staff confirm regular review of the curriculum during weekly meetings, and as part of an annual curriculum review.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It is evident from both conversations with various stakeholders and evidence provided that the curriculum promotes the development of global citizenship and intercultural learning. The British national curriculum is adapted in line with the school's guiding statements to give it a more international dimension while also acknowledging the importance of the host country. Humanities, for instance, look at British, local, and world topics. Planning and lesson observations provide further evidence of the inclusion of the host country culture. French is taught from Year 2 and pupils also have the opportunity to learn Kiswahili. The library is stocked with books in a range of languages. Intercultural learning in the form of assemblies, enrichment days, the World Views programme, trips, and a range of other opportunities form an integral part of the curriculum.

The school has now established a definition of intercultural learning and this has been put into policy form, but conversations with staff suggest that this is yet to be widely shared.

Commendations

Domain C (Early Childhood/Elementary/Primary) Standard 3
- The school for its commitment to diversity and intercultural understanding in the planned and taught curriculum to support global citizenship.

Recommendations

Domain C (Early Childhood/Elementary/Primary) Standard 3
- The school disseminate its definition of intercultural learning in order to promote a shared understanding throughout school community.

Part 2: Domain C (Elementary/Primary) - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence as well as conversations with stakeholders demonstrate that digital citizenship has increasingly become part of the curriculum at Braeburn School. The emergence of COVID-19 led to closure of the school and the need for remote teaching and learning. Challenging circumstances added impetus for the school, and Braeburn School has embraced the opportunity to further develop this dimension of the curriculum.

In addition to the ICT curriculum, there is evidence of cross-curricular links to ICT in planning and use of ICT to support teaching and learning in a range of subject areas. The school has invested in multiple online subscriptions and applications which are used for teaching and learning as well as assessment. Seesaw and Google Classroom are also used extensively. Training in the use of these resources is also provided.

The Digital Citizenship Policy contains a definition of digital citizenship. Evidence and discussions with parents, staff, and pupils confirm that the school has shared its expectations clearly. The school also provided parents and pupils ample documentation containing expectations, procedures and guidance for remote teaching and learning. The school participates in safer Internet day and digital citizenship and appropriate expectations also form part of the ICT and PSHE curricula.

The school's approach to students' digital citizenship aligns with the guiding statements. Conversations with parents suggest that the school may wish to consider how it informs parents of the place and pedagogical value of ICT and digital citizenship within the curriculum.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence in both the planned curriculum and in its implementation in the classroom, as well as conversations with staff and parents demonstrate that the curriculum meets the academic needs of enrolled pupils. There is ample evidence of differentiation in planning, and a proactive, supportive inclusion programme. Conversations with staff and students suggest that appropriate levels of challenge for gifted and talented pupils could be an area for further development.

Conversations with all stakeholders confirm the caring, supportive ethos of the school, where each pupil is valued both as an individual and also as a member of the Braeburn school community. The PSHE curriculum as well as PSHE themes covered in other curriculum subject areas are both contributing factors.

Evidence and conversations with staff and parents also illustrate the school's commitment to promoting physical activity and healthy competition. PE and games are an important part of the curriculum. A rich sporting calendar with inter-house and inter-school competitions, as well as opportunities for particularly talented athletes complement the curriculum.

In both curriculum design and implementation there is ample evidence of shared expected learning outcomes for students. What pupils should know, understand and be able to do is clearly articulated in lesson planning and was evident during lesson observations. In lesson observations in the primary school, the use of 'we are learning to' (WALT) and 'what I'm looking for' (WILF) was frequently noted.

Evidence and learning observations show a variety of activities and approaches which cater for different learning styles. Pupils have opportunities to work collaboratively and individually. An element of pupil choice was evident in some of the lessons observed, particularly 'free flow' in early years. Staff knowledge of pupils, including the much valued work of inclusion teachers and teaching assistants, allows all pupils to participate in their learning.

Commendations

Domain C (Early Childhood/Elementary/Primary) Standard 5 - The staff for their successful implementation of the curriculum which promotes the social, academic, physical,

Recommendations

Domain C (Early Childhood/Elementary/Primary) Standard 5 - The school explore further ways to embed challenge, particularly for gifted and talented pupils, into the written curriculum

and emotional development of the pupils. to enhance student learning.

Part 2: Domain C (Elementary/Primary) - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school recognises the need for regular review of the curriculum. Conversations with staff as well as evidence of annotated planning and meeting minutes indicate that reevaluation of the curriculum happens throughout the year. There are informal daily exchanges between staff, opportunities to address curriculum issues and make adjustments in weekly meetings, either during INSET or year group meetings. Staff are involved in department development groups, and there is an annual curriculum review. Staff acknowledge that curriculum review is a necessary and valuable exercise with a clear impact on teaching and learning.

In conversations with staff, there was recognition that flexibility exists to trial new ideas and teaching strategies. One example shared in early years illustrated how mindfulness training led to trial in the classroom, peer staff training, and wider use within the curriculum. Staff have also clearly embraced innovation and adopted a number of new teaching methods and strategies linked to the expanding use of digital media and technology across the curriculum. INSET and regular meetings again provide opportunities to develop, disseminate, and review new methods, ideas, and strategies.

Commendations

Domain C (Early Childhood/Elementary/Primary) Standard 6
- The primary staff for their commitment to regular review and rearticulation of the curriculum in order to promote teaching and learning in line with the school's guiding statements.

Recommendations

None at this time.

Part 2: Domain C (Elementary/Primary) - Standard C7 - Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

Self Ratings

Exceeded

Accreditor Ratings

Exceeded

Accreditor Report

Evidence and discussions with all stakeholders clearly demonstrate that the school offers a wide range of programmes and activities to support the formal curriculum in line with its guiding statements.

A variety of clubs and activities are enjoyed by the pupils. There are termly curriculum enrichment days which staff and pupils speak of with great enthusiasm. Staff spoke passionately about the recent Mother Tongue Day. There is ample evidence of other events and celebrations which punctuate the school calendar, including a number of sporting fixtures and tournaments. Pupils participate in performances and have the opportunity to learn a musical instrument.

Importance is given to outdoor learning. In early years, pupils have the use of a dedicated garden space where they can continue to learn and grow through carefully structured play. Trips and visits are designed to compliment teaching and learning and reinforce the school's mission and vision.

Evidence and discussions with staff and parents demonstrate the school is well resourced in order to meet curricular and co-curricular needs. A fully stocked and managed resource room allows for central storage of a certain number of shared resources. The sports field, swimming pools, theatres, ICT suites, and library, amongst other facilities, provide dedicated spaces for curricular and co-curricular activities.

In discussions with staff, it is clear that the school tries, where possible, to adapt its co-curricular programmes to the needs and interests of pupils, and changing demographics. Domain C (Early Childhood/Elementary/Primary) Standard 7 (Major) - The school for its ongoing commitment to providing a breadth of programmes and activities to complement the formal curriculum in supporting the school's guiding statements.

Commendations

- ★ Domain C (Early Childhood/Elementary/Primary) Standard 7 (Major) - The school for its ongoing commitment to providing a breadth of programmes and activities to complement the formal curriculum in supporting the school's guiding statements.

Recommendations

Part 2: Domain C (Elementary/Primary) - Domain Summary - Team

Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school offers a broad and balanced curriculum which it has adapted to its mission and vision and the needs of its students. There is clear alignment between teaching and learning and the school's guiding statements. Staff know what high-quality learning looks like. There is scope and sequence in the documented curriculum which is articulated both horizontally and vertically. There is also an obvious commitment to reflection and review of the curriculum.

Global citizenship is fully integrated into the curriculum and defined by the school. A more general dissemination of this definition would further assist the school in creating a shared understanding of what intercultural understanding means at Braeburn School.

Digital citizenship is increasingly present in the curriculum. COVID-19 required the school and its staff to adapt to remote teaching and learning using new tools and techniques. The school is clear with pupils about its expectations for the use of technology.

The staff, in their delivery of the curriculum, clearly communicate learning objectives and success criteria. Staff provide high levels of support for the academic, social, physical, and emotional needs of the pupils in their care.

The co-curricular programmes available compliment the formal curriculum and reflect the school's holistic approach.

The school has already acted on a number of its planned actions, notably the appointment of subject leaders, the instigation of subject development groups, and the introduction of planning templates. The school's openness to reviewing the already extensive range of extracurricular activities available once again reflects the willingness at Braeburn School for continuous improvement. The intention to review the level of provision and challenge for gifted and talented pupils is appropriate.

Further additions are required to incorporate the recommendations in this report into the school's stated planned actions, with the recommendation relating to the core Standard C1, to formalise a definition of high-quality learning being a priority.

Commendations

Please refer to commendations under

Recommendations

Please refer to recommendations under

individual standards for this domain.

individual standards for this domain.

Part 2: Domain C (Elementary/Primary) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain C (High/Upper School) - Standard C1 - Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There is clear effective and well documented curriculum planning, articulation, and implementation in line with the school's guiding principles. Middle school and high school follow British national guidelines for KS3 and IGCSE examination syllabi for KS4 and KS5. BTEC sports and business are offered as more accessible options for some KS5 students. The definition of high-quality learning is not explicitly stated but is available as a rubric definition for staff. Staff confirmed that revision of the curriculum is conducted termly in collaboration with department teachers after reflection on student results. These documents are available to all staff on the school servers. The reviews ensure that the curriculum follows the needs of the enrolled students, is broad, balanced, and encourages student progress.

Commendations

None at this time

Recommendations

Domain C (Middle School/High School)
Standard 1 (Major)- The school articulate and share its own definition of high-quality learning with reference to its guiding statements in order to facilitate shared understanding.

Part 2: Domain C (High/Upper School) - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The scope and sequence of the curriculum is documented on year curriculum overview documents seen by the team which are reviewed termly. In discussion with staff, it was stated that curriculum documents and planning are updated in light of student performance. Department heads are responsible for the overall update and cooperation from all subject teachers. They oversee both horizontal and vertical planning within their departments with regular meetings for short term and long term schedules. Regular inset on curricula development occurs on Monday afternoons. Curricula are stored centrally on school servers with access for all staff so that cross curricula activities can be referenced easily.

Commendations

None at this time

Recommendations

None at this time

Part 2: Domain C (High/Upper School) - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Middle school students are encouraged in global citizenship with mother tongue day, assemblies on internationalism and other global issues. All middle school students have the opportunity to study three languages, French, Spanish, and Kiswahili with the option of further study in KS4/5. Year 9 receives one hour a week in global citizenship. More senior years develop further understanding and intercultural learning through its integration in some subjects, for example by the use of texts from local and African sources, international music genres, host country community and environmental opportunities. However there is no consistent curriculum documentation of intercultural learning included in planning.

The staff and students show respect for each others' cultures within the diversity of the school which aids understanding of global citizenship and intercultural learning in their day to day interaction.

Commendations

None at this time.

Recommendations

Domain C (Middle School/High School)
Standard 3 (Major) - The school leadership ensure that global citizenship and intercultural learning is fully integrated within the written curriculum to enhance learning.

Part 2: Domain C (High/Upper School) - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has a school ICT usage agreement signed by all students in years 7 through 13. The language is adapted for KS3 and older years. Digital citizenship, recently defined by the school following the prep visit, is included in the PSHE course and included in regular assemblies as evidenced by safer internet day, social media use and cyber bullying examples. Remote teaching and learning (RTL) due to COVID-19 has increased the usage of Google classroom which has enhanced awareness of digital protocols and practice. Clear protocols were provided by the school on expectations and procedures for online work for all pupils during this time. Its use has been continued since school has returned to in person teaching to aid review and cater for absence.

Student leadership in collaboration with the student council created the mobile phone protocols and generally took ownership and responsibility for their use in school. There is active use by staff of digital communications methods, Google apps, and digital resources confirmed by classroom observation.

The school subscribes to digital sources for reference and research, with computers available in the library for student use. Recent plans include access to e-books.

The school has a BYOD policy though little evidence of this in use was witnessed in lesson observations. The school has class sets of iPads available for use in classrooms. Inclusion students have access to translators, spell checkers, and other special programmes to aid access and learning. They are given priority in the use of school iPads.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The lesson observations seen by the evaluation team show that many teachers use alternative and differentiated approaches in their teaching and in the requirements for submission of learning. Physical and emotional needs are met through form tutors, the PSHE programme, and documented assemblies. Staff stated that through student anonymous feedback on teaching at the end of the year, they are able to modify their curriculum to better support learners.

Staff stated that form tutors are the first point of contact for support followed up by the counsellor depending upon need. Students commented on the open door approach for support provided by the clinics for academic work and easy access to the counsellor.

Following their often cited guiding statements, the school makes a concerted effort to ensure student well-being and success. Staff encourage participation in the extracurricular programme which makes a positive effect on self confidence, success, and well-being. Students were overwhelmingly enthusiastic of this provision and aware of its benefit in soft skill development.

Commendations

Domain C (Middle School/High School)
Standard 5 - The school for providing an engaging and extensive PSHE programme matched to the needs of their students that encourages personal development and growth.

Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Staff confirmed in discussion that the curriculum documents are updated on a regular termly basis based on student assessment outcomes and learning. Departments take on-going responsibility for their own subjects with multiple reflective inputs from all stakeholders. Annual student feedback, contained in the SEF, on teaching is included in this review. These documents are held digitally in a central area accessible to all staff to aid cross curricular integration. Staff stated that an overarching review is held at the start of the school year.

Commendations

Domain C (Middle School/High School)
Standard 6 - The school for its established practice to ensure and facilitate systematic curriculum reviews across the school which strengthens student learning.

Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Standard C7 - Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has an extensive co-curricular programme which provides opportunities to provide success in participants' technical, social, artistic, and athletic skills. The options are changed termly with all students encouraged to participate. In conversation with staff, they affirmed that many of these co-curricular options were to support the school's mission and values, enrich student experience, and enable visible enjoyment of success. Students and parents spoke enthusiastically of this provision and valued it as a distinctive asset of Braeburn school.

Class assemblies in middle school encourage presentation and dramatic skills; all based on PSHE themes researched by the students themselves. At least once or twice a term the whole school (years 1 through 8) is taken off timetable for a curriculum day involving multiple disciplines. Examples were given for STEM, Mother Tongue day, and mental health day. The house system provides internal competition and leadership opportunities. Students are challenged to take part in both local and international competitions for poetry, art, and other subjects.

Departments are encouraged to take off site school trips including residential both within Kenya and further afield. There is regular participation in sporting events both within the Braeburn Schools group and other international schools in Kenya.

Participation in MUN conferences, the student council, well-being committee, and community service provide opportunities for student leadership. In the community survey both students and parents were very positive of the opportunities presented to them.

Commendations

Domain C (Middle School/High School)
Standard 7 - The school for providing an engaging and extensive co-curricular programme that provides success in alternative fields for many students.

Recommendations

None at this time.

Part 2: Domain C (High/Upper School) - Domain Summary - Team

Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School clearly demonstrates a high-quality learning environment within the school though a definition of high-quality learning is not explicitly stated.

The scope and sequence of the curriculum is thoroughly documented and accessible by all teaching staff, vertically, and horizontally. The teachers are flexible with setting the pace of their teaching in accordance with the students' needs and with the feedback they get from student surveys, self-reflections, formative, and summative assessments. The curriculum is reviewed and updated regularly. Staff identified a need for more time to include cross curricula links within the documentation which is in their planned actions. The importance given to global citizenship and intercultural learning is visible throughout the school but has yet to be fully integrated within the written curriculum. This is also in the school's planned actions.

The curriculum taught at Braeburn School addresses different student needs and challenges the students so that they are able to reach their full potential. The students embrace these challenges and the concept. There is an environment of self reflection, forward thinking, and planning.

The school rapidly moved to a remote learning environment during the COVID-19 pandemic which increased the usage of digital technology within the classroom and online communication. Students and staff sign an ICT usage agreement with clear expectations and procedures for online work. Digital citizenship is included in the PSHE curriculum and computer classes. Digital resources and technology are used to enhance the curriculum though application is inconsistent in some areas.

The staff uses a variety of tools to revise the curriculum regularly. Systematic curriculum reviews are done termly. Weekly meetings, sharing of best practices, and anonymous student surveys are used as sources of feedback to reorient teaching. The teachers are forward-thinking on developing the teaching and learning.

Braeburn School offers a wide variety of co-curricular activities. The opportunities provided by the school reinforce students' enjoyment of success, support the school's mission and values, and enrich student experience.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 2: Domain C (High/Upper School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain D (Elementary/Primary) - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was evident in both conversations with domain members and lesson observations that pupils receive continuous support and help from classroom teachers, teaching assistants, and inclusion teachers through well-established daily routines. Classroom visits corroborated discussions held with the school staff that necessary modifications to the daily schedule and curriculum are put in place to support learning needs and challenge pupils. Weekly meetings with the inclusion teachers provide an opportunity for individual concerns to be raised and for further procedures to be implemented in line with the school inclusion policy.

Conversations with both domain members and teachers indicated that the school provided a variety of professional development and inset opportunities on differentiation, EAL, EduCare, safeguarding, webinars, and subscriptions of educational resources to improve learning with different teaching strategies.

Braeburn School has developed its definition of high-quality learning, albeit in a non-formal way. It was evident that the school is generally showing it in practice, but needs to develop further documentation and embed these definitions into policy. This will help stakeholders be able to access and connect with the purpose of the school.

A substantial number of pupils who responded to the survey (62.2%) agree that they find their lessons interesting and challenging. Lesson observations confirmed strong pupil engagement in the lessons. It was noted through discussion with the Domain D committee that the pupils with learning needs and more able and talented pupils are supported and challenged within the school hours provided by teacher assistants and inclusion teachers.

Commendations

Domain D (Early Childhood/Elementary/Primary) Standard 1 (Major) - The school for the provision of learning support staff to enable all pupils to access the curriculum and fulfill their potential with developmentally appropriate learning challenges.

Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has comprehensive admissions and inclusion policies which are non selective. Parents are interviewed in order to provide the developmental information of their children at admission for inclusion planning and to provide guidance for teaching and learning. The identification, referral, and support programmes described during meetings confirm the school's strong commitment to meet the needs of all pupils.

Review of the CIS Community Survey indicates 31.4% of parents agree that the abilities and needs of their children are identified prior to entry into the school. However, 61.9% of parents agree that their children's needs are adequately supported by the school which was also confirmed during the meetings with parents and pupils. During lesson observations, it was evident that pupils requiring additional support are withdrawn from the class for specialised teaching according to their needs or supported in class through well-established daily routines.

Conversations with both domain members and teachers indicated that the school provides a variety of professional training and support for all teachers including teaching assistants to support and enhance learning. It was noted that the school periodically provides webinars, training, and INSETs about using assessment data and differentiation strategies to identify and challenge students with special learning needs, gifts, and talents.

It was noted during the meeting with domain members that the school has a plan for periodical reviews as stated in school admission policy to ensure its admissions policies and procedures, and its provision of learning support for students, in line with the school's guiding statements and with significant changes in pupil demographics and needs.

It was evident in both reviewing the school documentation and conversations with domain members that the school has a reporting system to ensure all pupils extend their learning and abilities. The school's monitoring of pupils' growth is conducted by report cards, assessments, documentation, team meetings, and an inclusion programme.

Conversations with both parents and students indicated that there is sufficient explanation provided by the school through curriculum letters and parent-teacher conferences. It was noted through discussion with parents, pupils, and teachers that the school celebrates the pupils' attainment in all developmental areas through the star of the week, pupil of the week, peek at the week, and learning journey.

Commendations

None at this time.

Recommendations

Domain D (Early

Childhood/Elementary/Primary) Standard 2
- The senior leadership team make provision for professional development in identification of inclusion, more able, and gifted and talented pupils to improve access to an adapted teaching and learning experience.

Part 2: Domain D (Elementary/Primary) - Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has a periodically reviewed assessment policy in place which defines the assessment philosophy, timelines, roles, criteria, grades, types of assessment, and reporting. Conversations with teachers, parents and students indicated that the assessment policy is clearly explained, understood, and implemented within the Braeburn primary school. It was evident that the reporting system and schedule are clear for stakeholders including consultation evenings, tracking system, and online sharing platforms.

It was also noted during the meeting that the school conducts various assessments and differentiated techniques to identify the pupils' levels, needs, and enhance their learning and abilities. Assessments are conducted not only at the end of the unit but also throughout the learning process according to the individual needs and learning styles. Students and parents commented that the school applies different assessment tools to monitor and evaluate the learning such as phonics assessment, Big Write, mark book, learning journey, progress report, and the New Group Reading Test.

Conversations with teachers indicated that data from these assessments is used to inform the planning of the curriculum and instruction. The data from the assessments is analysed by the headteacher, shared with the school staff to be used in curriculum revision, identification of individual needs and additional support planning. Differentiation as a practice in teaching, learning, and assessment is generally observed across the primary school.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D4 - Team Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has an extensive tracking system in place collecting and recording pupil academic data starting from the admission process. This is achieved through the gathering of parent information at admission, teacher evaluation, or specific evaluations such as diagnostic tests which inclusion teachers conduct if needed.

Pupils' academic success and information is drawn from varied assessments are reflected upon at regular planned meetings. It was noted during the Domain D meeting that all pupils are tracked throughout the year using an assessment tracker or spreadsheet. Pupils' attainment is tracked using a 9 - 1 grading scale in KS3 and 1-6 in KS2 as stated in school's assessment policy. It was noted during the meeting that pupils are aware of the meaning of grades and can reflect on their academic progress.

Summative assessments are held termly and consistent use of mark books follows the school's Effective Marking and Feedback Policy. The tracking system is monitored by teachers and headteacher. Teachers, with the collaboration of inclusion teachers, monitor SEN and EAL pupils' achievement and confirm progress to parents periodically. Curriculum letters are sent to parents before sharing the progress reports with pupils to explain the reports and assessments. Pupils receive a progress report at the end of every term. The school operates an open-door policy for parents in addition to termly parent-teacher meetings to discuss progress.

During lesson observations, it was evident that teaching engages and inspires the students in their learning to ensure that planned learning outcomes can be achieved and individual learning needs can be addressed. Documentation review demonstrates that pupil assessment examples and the reporting process are based on clear, and age-appropriate criteria that represent the knowledge, skills, and behaviours expected.
None at this time.
None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Throughout the lesson observations and pre-recorded lesson videos, a high level of engagement and participation of pupils in their lessons was observed. Both the pupil survey results and discussions showed that pupils were satisfied with the learning challenges and multiple opportunities they were given.

The school has a teaching and learning policy in place and it is linked to the other school policies covering assessment, inclusion, effective marking and feedback, and professional development policy. Conversations with teachers indicated that the learning opportunities are given to pupils aligned with the Braeburn circles and values. From the pupil survey and in conversations with pupils, it was evident they were satisfied with the learning challenges and opportunities provided.

Due to the nature of the virtual visit, a variety of assessment examples taking place in all lessons could not be observed. However, it was generally observed both in classes and conversations with pupils that opportunities were provided to pupils to be challenged and share their learning with their peers through group works, drama and presentations.

It was evident in both conversations with teachers and pupils that activities are planned and reviewed according to the pupils' needs and abilities. CIS Community Survey results corroborated discussions held with the pupils that the school values their ideas, and provides opportunities for them to take ownership of their own learning. Parents also mentioned that the school encourages pupils to have an active role in their learning, and opportunities are given to students through different activities, projects, and clubs.

During conversations with teachers and pupils, it was stated that the school is very supportive about providing adequate learning resources, equipment, and teaching materials. Obvious classroom routines and teacher expectations supported the pupils in their work, enabling learning to take place.

Domain D (Early Childhood/Elementary/Primary) Standard 5 (Major) - The pupils for their high level of commitment and engagement in their learning which exemplifies the school mission, vision, and values.

None at this time.

Commendations

- ★ Domain D (Early Childhood/Elementary/Primary) Standard 5 (Major) - The pupils for their high level of commitment and

Recommendations

- 💡 None at this time.

engagement in their learning which exemplifies the school mission, vision, and values.

Part 2: Domain D (Elementary/Primary) - Standard D6 - Team Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has an assessment policy including targets, tracking, monitoring, reporting, and assessment procedures and calendar. It is evident that assessment rubrics, success criteria, learning objectives, and review material are shared with parents during the orientation meetings and workshops.

Objectives and grading criteria are periodically shared and reported through progress reports and learning journeys. Student survey results corroborated discussions with the parents that parents and pupils are informed about what the grades mean. Parents indicated that they are satisfied with the methods for communicating assessment results and the quality of the school reporting system.

It was evident that the success of pupils, both academic and non-academic, is celebrated **weekly**. Conversations with parents indicated that these celebrations support pupils in understanding the effect of their engagement and encourage them to take ownership of their learning.

Pupils stated that they are provided with detailed, timely feedback, and are encouraged to self-reflect on their learning and growth. They commented that they explain and/or demonstrate their learning through activities such as projects, presentations, and assemblies. **Due to the nature of a virtual evaluation visit, these activities and self-assessment practices could not be observed.**

Domain D (Early Childhood/Elementary/Primary) Standard 6 - The staff for embedding regular use of self reflection both for themselves and pupils within the school culture to improve teaching and learning.

None at this time.

Commendations

- ★ Domain D (Early Childhood/Elementary/Primary) Standard 6 - The staff for embedding regular use of self reflection both for themselves and pupils within the school culture to improve teaching and learning.

Recommendations

- 💡 None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D7 - Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School provides opportunities for pupils to explore, experience, learn from a variety of cultures, and build a sense of understanding of cultures around the world. Teachers commented that this helps pupils to become responsible and more aware of this content in line with the school's guiding statements.

Braeburn School allows pupils to explore and share intercultural learning by engaging them in many academic and extracurricular activities at both the national and international levels. It was noted that the main purpose of these activities is to raise the awareness of pupils as a responsible citizens while developing pupils' understanding of other cultures to improve their intercultural learning.

Teachers commented that they integrate global citizenship into their learning through curricular and co-curricular activities such as Kiswahili day, International Mother Language Day, saa ya hadhiti, and school visit programmes. It was noted during the discussion with domain members that events and activities are updated according to pupils' nationality and demographics yearly and when needed.

It was evident that teachers are confident and supportive to guide pupils as they engage in various global issues. It was clear from lesson plans that intercultural learning is integrated into the primary stage school curriculum in line with the school guiding statements. It was also mentioned in conversations and parents that through the curricular and co-curricular activities pupils develop their tolerance and understanding of different viewpoints, reflecting the school's guiding statements.

Braeburn School focuses on providing authentic international opportunities for students, and it was evident that it does so in a number of ways. A review of the CIS Community Survey indicates 43% of pupils agree that local language and culture are used to enhance their learning, and 54.3% of parents think that the school's curriculum provides pupils with opportunities to learn about her/his own culture as well as other cultures.

Domain D (Early Childhood/Elementary/Primary) Standard 7 - The school for its commitment to providing opportunities for students to experience and learn from a variety of cultures in both curricular and co-curricular programmes.

None at this time.

HS

Domain D standard 7 - The curriculum leaders embed intercultural learning opportunities within their curriculum in every level to ensure consistency among the curriculum.

Commendations

- ★ Domain D (Early Childhood/Elementary/Primary) Standard 7 - The school for its commitment to providing opportunities for students to experience and learn from a variety of cultures in both curricular and co-curricular programmes.

Recommendations

- 💡 None at this time.
- 💡 HS
- 💡 **Domain D standard 7 - The curriculum leaders embed intercultural learning opportunities within their curriculum in every level to ensure consistency among the curriculum**
- 💡 .

Part 2: Domain D (Elementary/Primary) - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school provides some online learning platforms such as Purple Mash, Google Classroom, Seesaw, EducationCity, etc. The staff commented that the school uses Google Classroom for synchronised and unsynchronised learning and Seesaw for documenting pupils' work and progress.

Conversations with the domain members indicated that Braeburn School staff use a variety of technology in their teaching and assessment; however, this could not be observed as a general practice in the primary school. It was noted that each class has one iPad and borrows from the computer lab when more are needed. It was shared in both conversations with the pupils and parents that the school efficiently uses the technology for communication, reporting, homework and etc. Some use of media and information technology was evident in learning observations. However, its practice was not consistently observed across all years.

Pupil survey results confirmed the discussions with teachers and pupils that the school provides continuous support, opportunities, and training about how to use the Internet safely and responsibly. A substantial number of students (50.6%) who responded to the survey agree that digital media is used to enhance their learning.

While there is some evidence of technology in the computer labs and some classrooms, such as smart boards, projectors, tablets, computing stations, and iLab; there was little focus on how to document the effective usage of technology to supplement and improve teaching methodologies. The school could reflect on ways technology is used.
None at this time.

Domain D (Early Childhood/Elementary/Primary) Standard 8 - School leadership ensures that the school has a technology plan and policies to improve teaching methodologies regarding the use of technology and practices consistently.

Commendations

★ None at this time.

Recommendations

- Domain D (Early Childhood/Elementary/Primary) Standard 8 - School leadership ensures that the school has a technology plan and policies to improve teaching methodologies regarding the use of technology and practices consistently.

Part 2: Domain D (Elementary/Primary) - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was evident that the school's system of recording, analysing, and reporting pupils' attainment and growth are aligned to the school's guiding statements. Progress reports focus on language and literacy, social and emotional development, mathematics, and arts. They also include teacher comments about pupils' skills, attributes, and enthusiasm within the subject areas as outlined in the school's guiding statements.

The school has an assessment policy in place which is systematically reviewed on a yearly basis with feedback from teachers. The schedule of assessment, reporting, grading, and analysis are explained and followed accordingly. It was evident in conversations with both parents and pupils that the terminology and meaning of the grades are explained and shared with them to be able to understand the effort, growth, and attainment of pupils. The staff commented that assessments and reports are shared online and stored in the school archive.

Conversations with pupils and parents indicated that the school applies a variety of ways to assess pupils' progress and achievements. It was noted that teachers use a variety of assessment tools such as assessment trackers, learning journeys, learning passports, and markbooks. They celebrate their achievements through pupil and stars of the week, assemblies, and events.

Documentation review corroborates discussions held with staff that the school has a system to analyse the assessment data and records of individual performance of pupils via SEF. This also includes the effectiveness of the school programme, teaching, and assessment tools. Individual pupils' progress is discussed with the school leader and class teachers, via the year leader. The headteacher analyses the assessment data and compares it to British national curriculum standards in line with the assessment and recording policy.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There is a regular schedule of lessons and termly calendar, and timetables are present and structured to provide uninterrupted slots of adequate time allocations to ensure effective learning and delivery of the lessons throughout the year. It was evident in both conversations with teachers and parents that the school provides sufficient teaching time allocated throughout the primary school to enable the curricular and co-curricular activities to be implemented effectively.

Noted during both the lesson observations and pre-recorded videos that the school schedule is planned accordingly for pupils engagement as well as the allocation of teaching time for subjects is consistent with the curriculum requirements, and support without interruptions. Although it was not observed during the visit; the evidence/school documentation demonstrates that the school schedule includes curricular activities, visits, and field trips throughout the year.

Teachers commented that in primary, there is a flexibility in lesson hours because there are some subjects that need more hours than others in teaching, depending on the nature of the educational content to get better education outcomes. Curriculum maps, lesson plans with topics and units, school timetables for each staff including specialist and inclusion teachers are prepared in order to plan the curriculum effectively by considering the activities and curriculum enrichment days.

Conversations with the staff indicated that the primary school schedule is well organised and has built-in time for instructional blocks, specialists (such as music, and physical education), academic support, language education, and common year-level planning time. For example, PE lesson is scheduled at the same time for all Y1 classes to enable teachers to have a meeting when needed.

It was noted that the primary school schedule is planned and managed in such a way as to maximize the amount of time that students spend engaged in learning tasks. Allocation of teaching time for each subject complies with the requirements of curricular and assessment activities. Staff commented that teaching time lost due to the school closure or any other local issues such as elections would be made up and learning continues through online learning for pupils who may be off school due to COVID-19. However, the school has no written policy in place for teaching time lost for reasons both within and beyond its control.

Commendations

None at this time.

Recommendations

Domain D (Early Childhood/Elementary/Primary) Standard 10 - School leadership reflect on situations

that could impact on delivered instructional time so that effective ways of mitigating potential lost time are understood.

Part 2: Domain D (Elementary/Primary) - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has an open admission policy to ensure that all pupils' needs are supported in line with the school's guiding statements. Through lesson observations, it was noted that there is qualified staff in the school to support the pupils with special learning needs, including gifted and talented to access the curriculum and help them to make appropriate progress according to their abilities. The school has an inclusion policy in place to support and enhance the pupils' learning. It was evident that differentiation is at the heart of the teaching. There were also some practices observed during the lesson observations; however, there was no consistency between the classes and throughout the primary school.

It was evident that the curriculum design, teaching strategies, and support resources provided, including media and information technology, ensure that all pupils can benefit from school offerings and are challenged by the content of their courses. Lesson plans, inclusion programme, and learning passports are in place and support classes and co-curricular activities are offered to pupils with a range of learning, social, and emotional needs. Conversations with parents indicated that the school helps and encourages students to enrol in competitions and support their projects.

Staff commented that the school provides numerous professional development opportunities such as training, webinars, INSETs, and a variety of resources to introduce different teaching strategies. In discussion with staff, it was stated that support for gifted and talented students has no specific formal programme but mainly relied on teachers' observations which are tracked on a checklist report.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Through lesson observations, it was noted that there are qualified staff in the school to support pupils with special learning needs, including gifted and talented, to access the curriculum and help them to make appropriate progress according to their abilities.

French is taught from Year 2 and pupils also have the opportunity to learn Kiswahili. The library is stocked with books in a range of languages. Pupils with English as an additional language (EAL) are given additional support through personalised, directed provision both outside and inside the classroom in line with the school's inclusion policy.

A substantial number of staff (66.7%) who responded to the community survey agree that the school helps teachers learn strategies to accommodate students who need English support (or other language instruction) through training, INSETs, and webinars. Parents and pupils also noted that the school supports pupils who need specialised language support to access the curriculum.

Pupil growth is monitored and discussed by staff, including inclusion teachers, during weekly meetings. The inclusion team reviews progress weekly, but also formally assesses and records the progress on the EAL individual tracker that is registered every term.

During the meetings, it was noted that the school periodically reviews its admission policy and procedures and its provision of language support in line with significant changes in student demographics. However, due to the nature of the visit, no evidence could be observed.

Conversations with parents and students indicated that the school provides access to books in a range of languages and supports pupils in learning the language of the host country. It was noted that language support is provided to pupils throughout the academic year. Mother Language Day encourages parental engagement in the school to raise awareness of other languages.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain D (Elementary/Primary) - Domain Summary - Team

Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School has a school culture reflecting good practices and open communication which engages and motivates both pupils and school staff. Pupils find their classes interesting and challenging. Lesson observations reflected approaches to teaching by using a variety of differentiation strategies and continuous support for pupils' needs.

Through communication with pupils and parents, as well as lesson observations, it was evident that the school clearly informs both pupils and their parents about the school curriculum, assessment, reporting, and events. There is a teaching and learning policy in place; however, the school is yet to clearly define what high-quality learning is as a school wide document.

The school provides support for the more able, gifted and talented pupils including those with learning needs. The staff in their planned actions identified the need for further professional development, and sharing of good practice in this area within the school. The staff in their planned actions identified the need for further professional development opportunities in the identification of inclusion, more able, gifted, and talented pupils.

Weekly meetings with the teachers, including inclusion teachers and teacher assistants, provide an opportunity to discuss pupils' growth and individual concerns and further procedures to implement in line with the school inclusion policy. There was little focus on how to document the effective usage of technology to enhance teaching and learning.

The school has comprehensive non-selective admissions, inclusion policies, and assessment documents in line with the school's guiding statements. Teachers provide a variety of timely feedback to students and parents. Regular parent-teacher conferences, documents shared with parents, and open-door policy support the communication between home and school.

Intercultural learning and global citizenship are celebrated throughout the school. Pupils are provided a variety of events, and activities to understand their own cultures and be more aware of other cultures.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 2: Domain D (Elementary/Primary) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain D (High/Upper School) - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school videos and lesson observations showed classrooms provisioned with interactive and plain whiteboards, smart TVs, projectors, digital visualisers, iPads, and other media resources used extensively by the faculty in teaching. Classroom working areas are spacious with desks clearly easily moved for different activities though currently planned with social distancing in place. The student survey and conversation with students gave evidence that they find their lessons interesting and challenging. Lesson observations confirmed strong student engagement in the lessons.

Observed lessons gave examples of using appropriate pedagogical approaches such as discussion, presentations, charts and posters, modified tasks, group work and scaffolding to differentiate teaching and accommodate varied learning styles and needs. IEPs, provided by the inclusion department, gave target setting and guided instruction for students with learning challenges. Staff stated that gifted and talented students were identified and encouraged to take on more challenging activities to extend them beyond their comfort zone.

Domain D (Middle School/High School) Standard 1 (Major) - All teaching staff for their commitment and flexibility in meeting the needs of each student in Braeburn School through the adoption and use of pedagogical tools.

Domain D (Middle School/High School) Standard 1 – The PLD for ensuring that there are effective structures and procedures in place to support students' learning needs.
None at this time.

Commendations

★ Domain D (Middle School/High School) Standard 1 (Major) - All teaching staff for their commitment and flexibility in meeting the needs of each student in Braeburn School through the adoption and use of pedagogical tools.

★ Domain D (Middle School/High School) Standard 1 – The PLD for ensuring that there are effective structures and procedures in place to support students' learning needs.

Recommendations

● None at this time.

Part 2: Domain D (High/Upper School) - Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has comprehensive admissions and inclusion policies which are non-selective. It is reviewed and updated every two years. Its holistic approach to learning following its guiding principles means student expectation is guided through self reflection and success to achieve their maximum potential.

Students are interviewed and take baseline tests on entry for placement and to provide guidance for teaching and learning. Students requiring additional support may be withdrawn from class for specialised teaching or supported in class depending on individualised circumstances. They are provided with IEPs and learning passports which are reviewed regularly. All students are tracked throughout the system. Timetables were provided of a clear reporting schedule which monitors student progress on a half termly basis.

Professional development in identifying and referring students for inclusion are given by the PLD during weekly staff INSET sessions. There is a clear referral policy for SEN, EAL, gifted and talented students with appropriate forms for completion by staff.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain D (High/Upper School) - Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school has a comprehensive assessment policy and calendar with reporting every half term. Teachers commented on their practice of showing students their reports prior to being sent to parents, asking for personal reflection, and subsequently setting targets for progression.

Other practices include a variety of appropriate diagnostic, formative, and summative data collection points to evaluate student performance against learning outcomes and standards. There are summative assessments at the end of every term with access provided for SEN and EAL specialist needs. Tracking documents are monitored by each department and action taken to remediate teaching and learning as required. Staff commented that regular time is allocated in departmental meetings to reflect on teaching, and share effective strategies that support student learning. Students commented that teachers provided multiple ways of assessing their abilities including through written work, presentations, and debates..

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain D (High/Upper School) - Standard D4 - Team Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School has an extensive tracking and target setting system in place collecting and recording student academic data using internal and external data every half term. CAT4 and MidYIS data are used in the middle school for target setting, Yellis and Alis for the senior school. Examples of a comprehensive audit of external examinations were seen which included added value analysis per subject.

Summative assessments are held termly and consistent use of mark books and iSAMS follows the school's Effective Marking and Feedback Policy. Parents may access this information through the parent portal. In meetings with parents, they expressed satisfaction with this, the school open-door policy and regular parent teacher meetings.

The tracking system is monitored by department heads and management. The PLD monitors SEN and EAL students' achievement and confirms progress to parents half termly. They also provide in class support for new students with identified learning gaps due to international movement or intermittent schooling.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain D (High/Upper School) - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Throughout the visit and on pre-recorded lesson videos a high level of engagement and participation of students in their lessons was observed. Multiple assessment methods both formative and summative were used including classwork, written work, oral dramatisation, practical demonstration, lab reports and self created revision guides. Students learning passports and regular target setting for all give short term achievable goals so planned learning outcomes can be achieved. From the student survey and in student conversations, it was evident students were satisfied with the learning challenges and opportunities they were given. Students were able to articulate enthusiastically the different ways they were taught, ever present teacher support and the multiple opportunities that their teachers gave them for learning in line with the Braeburn values.

Domain D (Middle School/High School) Standard 5 (Major)- The students for their high level of commitment and engagement in their learning which exemplifies the school mission, vision, and values.

Domain D (Middle School/High School) Standard 5 - The staff for facilitating the high level of engagement with their students enabling successful learning.

None at this time.

Commendations

- ★ Domain D (Middle School/High School) Standard 5 (Major)- The students for their high level of commitment and engagement in their learning which exemplifies the school mission, vision, and values.

- ★ Domain D (Middle School/High School) Standard 5 - The staff for facilitating the high level of engagement with their students enabling successful learning.

Recommendations

- None at this time.

Part 2: Domain D (High/Upper School) - Standard D6 - Team Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It is evident that assessment rubrics, success criteria, learning objectives, and review material are shared with the students in line with the progress of the course. Google Classroom is used to share presentations and notes from each lesson as well as additional resources, videos, review material, and links. Staff mentioned that there are both marking and assessment policies that they follow and that all assessments and assignments are products of collaboration. Preparation and moderation of the assessments and assignments depend on clear rubrics and collaboration among departmental teachers.

Reports on academic as well as behavioural themes, namely motivation, organisation, engagement, self belief, and reflection include written achievement data and targets for next term. Students stated that they are provided with detailed, timely feedback and are encouraged to self reflect on and reset their targets. The successes of students, both academic and nonacademic, are celebrated regularly.

Commendations

Domain D (Middle School/High School)
Standard 6 - The staff for embedding regular use of self reflection both for themselves and students within the school culture to improve teaching and learning.

Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Standard D7 - Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school's definition of intercultural learning has been designed to align with its guiding statements. The staff and students show respect for and learn from the multiple nationalities present within the school which aids intercultural learning in their day to day interaction. Through regular school assemblies, class debate, and extracurricular options students present and act on topics from a variety of perspectives, cultures, and points of view. Cultural Day is celebrated annually within the school.

Middle school students attend Mother Tongue Language Day and other intercultural activity days within the primary section. Global citizenship classes in year 9, external school trips, and visiting speakers showcase the world outside school for senior students.

In conversation, staff were able to give examples of authentic cross-curricular and intercultural work from their curriculum planning, assemblies, and co-curricular activities.

Commendations

None at this time.

Recommendations

Domain D (Middle School/High School)
Standard 7 (Major)- The department leaders embed intercultural teaching and learning opportunities within their written plans in every level to ensure consistency across the curriculum.

Part 2: Domain D (High/Upper School) - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school uses Google Workspace, iSAMs, and a wide variety of other platforms, resources and applications for supporting student teaching and learning. Based on conversations with staff and students, COVID-19 led to an increased use of Google Classroom and digital technology to reinforce student learning, and these systems continue to be used for teaching and learning review. The increase in school bandwidth and Internet speed during this period has been maintained. Staff received INSET to learn digital teaching methods, the use of digital workbooks, and online resources which was observed in classroom practice. However, this was not consistently applied across all departments.

Staff discussed plans for the school library to increase its collection of e-books. There is online subscription access for student and staff research such as Britannica Online. Other digital resources such as MyiMaths, and Digital Theatre are paid for from department budgets and used to differentiate teaching and cater for different learning styles. In conversation with students they pointed out that some teachers ability in using digital sources for teaching was excellent but it was inconsistent across all.

Commendations

None at this time.

Recommendations

Domain D (Middle School/High School)
Standard 8 - The school audit the use of digital resources to enable suitable professional development to be provided for all staff to competently and confidently use these resources.

Part 2: Domain D (High/Upper School) - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence supports that the school's system of recording, analysing, and reporting students' progress is in line with the school's guiding statements. The schools assessment policy is reviewed regularly with feedback from the teachers and updated as needed. The assessment calendar is shared with the whole-school community at the beginning of each academic year where important dates and deadlines are recorded. The progress or report cards are issued at the end of each half term and the student progress is reviewed with both the students and their parents. They are shared digitally and stored electronically through iSAMS system. The students have the opportunity to reflect on their own achievements and revisit their targets empowering them to take responsibility for their own learning. The parents are provided with timely and detailed information on their child's progress, both academic and non academic.

Student achievements are recognized and celebrated whenever appropriate. During the lesson observations it was seen that students' target and goals are displayed in the corridors to both encourage and motivate the whole student body to set a target and say it out loud.

The university guidance counsellor keeps records of university destinations of school students.

Commendations

Domain D (Middle School/High School)
Standard 9 - The school for creating a culture of self assessment which enables students to take the ownership of their learning and reflect on their strengths and challenges.

Recommendations

Noe at this time.

Part 2: Domain D (High/Upper School) - Standard D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Through conversations with staff, it was evident that the academic, co-curricular activities, and assessment calendars are shared at the beginning of the year giving adequate time for the staff to plan accordingly and that they can use their time sufficiently to cover the curriculum as well as avoiding duplication. The teachers are flexible to adjust the timings of the written exams in accordance with the pace of their teaching and the topics covered. Students commented that if they need additional support they can book it through teacher sponsored clinics at break or after school. Lesson observations and staff comments showed that there is enough room in the academic timetable for the students to self-evaluate their learning and understanding of the topics, review work themselves, sit mock exams, and prepare fully for the external exams.

Prior to the COVID-19 pandemic the school had started to use Google for Education but this was rapidly upgraded to ensure remote teaching and learning for all stakeholders. The use of this facility has continued now remote learning has ceased and staff expressed a desire to maintain a hybrid version to supplement learning in class.

Commendations

Domain D (Middle School/High School)
Standard 10 - Teaching staff for their time and effort in finding ways to further develop assessment tools to reflect on learning to evaluate understanding.

Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

It was clear that the staff is trained and equipped with relevant materials to support students with specific learning needs. The teachers stated that they have a variety of resources, both digital and paper-based, that they can use and that they are flexible enough to differentiate their teaching and adapt their pace in accordance with the students' needs. Regular INSETs and Braeburn Schools group organised professional development ensures teachers know how to differentiate their teaching to meet the needs of all learners. PLD staff stated that they have access to external professionals who are able to provide documented evidence for accommodation in external examinations.

In discussion with staff it was stated that support for gifted and talented students has no specific formal programme but relied on subject teachers to extend and challenge these students both within class and through co-curricula provision. Early IGCSE examination entry is available for those who are able. PLD staff prioritise students in need of support for learning not extension and have insufficient time to extend this to gifted and talented students.

Commendations

None at this time.

Recommendations

Domain D (Middle School/High School)
Standard 11 - Staff reflect on how to clearly document curriculum extensions and challenges to stretch gifted and talented students to ensure access to extended programmes.

Part 2: Domain D (High/Upper School) - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Through the lesson observations and meetings held with relevant stakeholders, it was evident that sufficient support is being provided to the students with specific language needs. The assessments and assignments are modified accordingly and application for additional time and support in external examinations is requested. The school tests students upon admission and throughout the school, providing appropriate tracked support as needed. There is an EAL register.

Inclusion teachers and all English staff have EAL training. Evidence was provided of PLD provision of INSET to adapt teaching to support these students. Depending on need, students are withdrawn for an intensive period of “survival” English, 1:1 lessons or in class support. In the high school PLD staff specialise in English or maths/science support. Lesson observation noted a personal tutor, provided for by the parents working 1:1 with a student.

The school must teach Kiswahili until the end of year 8, but also teaches Spanish and French. Staff stated that provision of other languages is not given in formal curriculum time but as need and opportunity arises may be offered as an co-curricular activity. Mother Tongue Day encourages parental engagement in the school to raise awareness of other languages.

Commendations

None at this time.

Recommendations

None at this time.

Part 2: Domain D (High/Upper School) - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

Met

Accreditor Ratings

No Rating

Accreditor Report

The Braeburn school culture and environment clearly motivates and engages its students. The teachers use appropriate pedagogical approaches and differentiated instruction accommodating varied learning styles to enable all students to succeed. Students find their classes interesting and challenging. They expressed gratitude for the support and opportunities for learning in a holistic manner that is provided by their teachers.

The schools comprehensive non-selective admissions and inclusion policies follow their mission statements and are a core component of the school's philosophy towards learning support. The personalised learning department work collaboratively with staff to provide systems, resources, and support for identified students. Access and support for student learning in all fields represents a strength of the teaching and learning programme. The practice of self reflection and target setting is deeply embedded within the school and is followed throughout by both staff and students.

In line with Braeburn culture students are encouraged to participate in an extensive co curricular programme which enhances the curriculum and provides avenues of success for all students. Opportunities are provided for enrichment and extension for gifted and talented students both within the classroom and through this programme however staff identified in their planned actions that a more formal policy for high achievers and gifted students was required.

The school assessment documents align with the school guiding statements. Teachers provide a variety of timely feedback to students and parents. Reflection on progress and subsequent student target setting is encouraged throughout. Regular parent teacher consultations and an open door policy encourages real dialogue between home and school.

Staff monitor their extensive tracking system modifying both teaching and learning on a frequent basis in light of results. Data analysis of these results and student destinations on exit inform future aspirations. Staff provide multiple opportunities for support and enrichment of the curriculum.

Intercultural learning and global citizenship are celebrated throughout the school and shows clearly in the respect for diversity within the school. Through the multiple activities provided students have gained a better understanding of their own cultures and are more

aware of what global citizenship means. The practice is embedded in the school though identified as an area for further development and integration within the curriculum in planned actions.

Although moving towards a digital world prior to the COVID-19 pandemic, the pace has quickened and staff have embraced the subsequent use of Google Classroom and digital technology. The school moved smoothly to remote teaching and learning and maintains the platforms for use within the classroom. Staff have received inset for digital teaching methods but consistent application across all disciplines was not evident. The staff in their planned actions identified the need for further professional development, sharing of good practice, and additional technical resources in this area within the school.

Commendations

Please refer to commendations under individual standards for this domain.

Recommendations

Please refer to recommendations under individual standards for this domain.

Part 2: Domain D (High/Upper School) - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain E - Standard E1 - Team Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school is inclusive. Many cultures, religions and nationalities are represented within the school. Evidence and discussions with teachers demonstrate commitment to celebrating this diversity and understanding and respecting differences.

There is a real sense of community that permeates through conversations with students, staff and parents. Students observed were polite, friendly, and respectful. Staff highlighted the collegial interactions, friendliness, and trust within and across divisions of the school. Parents appreciate the open door policy and regular communication with staff.

A range of opportunities foster student leadership and student voice. Conversations with staff illustrate the sense of responsibility and giving something back to the school that a number of these leadership roles represent. Students are able to feed back to the school on their learning and well-being. A student leadership policy is subject to regular review by staff, students, and parents. There is also evidence of service learning and community partnerships, corroborated by conversations with staff and students. These include MUN, support for local schools, charities, and the environment, with high school students also running their own projects. There are further links with other schools, particularly in the rich sports offering.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain E - Standard E2 - Team Evaluation

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence and conversations with staff confirm that policies and procedures are in place to safeguard and promote student welfare. Policies cover safeguarding, child protection, and health and safety. These policies are subject to regular review. Some policies are available to staff on a shared Google drive. The Safeguarding Policy is accessible on the school website.

Learning programmes are in place and cover a wide range of topics related to child protection, notably the PSHE programme which is clearly articulated for the different divisions of the school. EYFS classes have a more integrated approach to PSHE while following relevant curriculum guidelines.

Conversations with staff and parents and evidence demonstrate that the school is placing increasing importance on well-being and mental health. The head of citizenship and PSHE, in collaboration with staff, has conducted a review of the PSHE curriculum and drawn up a mental health policy which has recently been introduced.

In addition to relationships with local police and the Child Protection Advocacy Network (CPAN), staff noted access to online training on the Educare platform and through the National College as a helpful continuous professional development opportunity.

There are clearly systems in place for recording issues related to child safeguarding and child protection. The school is now using the CPOMS software allowing secure recording, tracking and notification of relevant persons. CPOMS allows for cases to be defined as active or closed. Closed cases are archived on the system but remain accessible.

Video evidence provided shows that the school gives due regard to building and facility design, layout, designation, and use to ensure student safety. Due to the nature of the visit, this could not be verified in all areas.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain E - Standard E3 - Team Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence and conversations with staff confirm that policies and procedures are in place for issues relating to student well-being. Policies regarding anti-bullying, child protection, and behaviour are subject to regular review. Conversations with students demonstrate awareness and understanding of rewards and sanctions.

Conversations with staff indicate an effective gathering and tracking of student data related to health and well-being from the point of entry onwards. Health and well-being information and any possible learning needs are recorded. Some information is stored on iSAMS and staff can see non-sensitive information relating to flagged students. The referral process allows identification of students with learning gaps, specific learning needs, and EAL and subsequent provision for remediation.

Evidence and conversations with staff demonstrate that health education and well-being are an important part of the curriculum throughout the school. The PSHE curriculum has recently been reviewed. The school was also very reactive, putting together regularly updated guidance for working online, including information on safe and appropriate usage, when the school switched to remote teaching and learning due to COVID-19 restrictions.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain E - Standard E4 - Team Evaluation

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

Self Ratings

Met

Accreditor Ratings

Not Met/Partially Met

Accreditor Report

Evidence and conversations with staff confirm that policies and procedures are in place relating to health, safety and security. The school has a Security and Emergency Procedures Policy. An incident book is kept at the school reception to log any accidents of a more serious nature. WhatsApp is used to communicate with families for security and information concerning COVID-19. CPOMS is used to document and inform relevant members of staff about pastoral, mental or physical concerns.

Video evidence of student arrival and departure confirmed the presence of security staff as well as the presence of other school staff, and an orderly start and end to the school day. The school buses were also shown to be equipped with video cameras.

Conversations with staff indicate involvement in training to make them aware of issues. Some evacuation exercises are carried out and are monitored for effectiveness. Drills would involve Braeburn Schools group leadership and executive management. A health, safety, and security committee also meets regularly. Students were able to clearly articulate what they should do in an emergency.

While the school benefits from extensive grounds, there was no written evidence of a plan for evacuation to an off-site location. Staff were generally unsure what the procedure would be. Reasons for needing to leave the campus would be rare and would need to be serious enough due to the location of the school and limitations for options. There are plans being developed which would involve using 1 or more of the 3 exits on campus, potentially making use of their sister school of Braeside nearby, as well as potentially using a housing estate nearby too. However, none of this has been formalised as yet. The school has a good relationship with a security consultancy group, Warrior Insights, who advise on local security threats that could affect school operations.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendation(s).

None at this time.

Domain E Standard 4 - The health and safety committee develop and disseminate a formal written procedure for evacuation to an off-site location or locations in order to further support the safety and security of all pupils and staff.

Commendations

★ None at this time.

Recommendations

💡 Domain E Standard 4 - The health and safety committee develop and

disseminate a formal written procedure for evacuation to an off-site location or locations in order to further support the safety and security of all pupils and staff.

Part 2: Domain E - Standard E5 - Team Evaluation

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence and conversations with staff confirm that policies and procedures are in place to provide safety against hazards such as fire, earthquake, or intruders. The school has a policy dedicated to disaster management. Evidence showed regular checks on fire equipment and procedures for staff registration in the event of fire. Primary students were able to explain the procedures in case of fire or a lockdown.

Evidence showed that maintenance requests can be made and that the grounds, swimming pools, buildings, and other facilities observed are well maintained. The maintenance staff, as part of their regular role, routinely monitor the school and report areas that need maintenance as they come across it. The general environment is conducive to student learning and well-being. There are a variety of appropriate indoor and outdoor spaces for learning. There is shade, shelter, and seating outside.

There was some disagreement from staff and support staff in the community survey about the extent of reasonable provision to ensure health, safety, and freedom of access in the case of disabled students or staff. From discussions with staff, the feeling expressed was that the school could and should support a student or staff member who may have a physical disability. The Admissions Policy states that the school will endeavour to educate students with physical disability within the constraints of the school facilities and environment.

Evidence and conversations with staff and parents demonstrated the extent to which the school was able to support students' learning when the school was closed due to COVID-19 restrictions. Attention was given not just to academic subjects, but also to well-being and physical and mental health. There were PSHE lessons, sports and clubs online, and well-being check-ins with the students. The school was also attentive to the amount of screen time required.

Domain E Standard 5 - The school for providing the necessary equipment and training in order to facilitate remote teaching and learning.

Domain E Standard 5 - The staff for their flexibility and adaptability in making the switch to remote teaching and enabling the students to continue learning.

Domain E Standard 5 - The school leadership, in consultation with the health and safety committee, investigate ways to improve accessibility to learning spaces to enable freedom of access.

Commendations

★ Domain E Standard 5 - The school for

Recommendations

● Domain E Standard 5 - The school

providing the necessary equipment and training in order to facilitate remote teaching and learning.

- ★ Domain E Standard 5 - The staff for their flexibility and adaptability in making the switch to remote teaching and enabling the students to continue learning.

leadership, in consultation with the health and safety committee, investigate ways to improve accessibility to learning spaces to enable freedom of access.

Part 2: Domain E - Standard E6 - Team Evaluation

The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school usually employs three nurses although one was on sick leave at the time of the visit. As well as taking care of the students directly, the nurses are available to provide support and advice to parents and communicate with them on health matters. Information regarding specific health issues such as COVID-19 is shared, as is information about vaccination opportunities. There is continual contact via email with parents to inform them about the latest COVID-19 protocols.

Health education forms an integral part of the PSHE curriculum. As part of the curriculum, health topics are reviewed and adapted as necessary, with awareness and changing attitudes also informing adaptations.

The school employs one full time counsellor who is available for all divisions of the school. In the high school, this might take the form of student/staff walk ins, whereas lower down the school there is a more regulated approach, requiring parental permission. The preparatory report recommended that the counselling team investigate ways to be more visible and increase interactions with the students so they can seek support where necessary. When asked about covering both the lower and upper school, the counsellor expressed satisfaction with the current arrangement and also indicated that the school has told her she can reach out for more support if needed.

None at this time.

Domain E Standard 6 - The senior leadership team review its provision of counselling services in order to further promote the well-being of all students.

Domain E Standard 6 - The counsellor investigate ways to be more visible and connect with students to allow them further opportunities to seek support where necessary.

Commendations

★ None at this time.

Recommendations

- 💡 Domain E Standard 6 - The senior leadership team review its provision of counselling services in order to further promote the well-being of all students.
- 💡 Domain E Standard 6 - The counsellor investigate ways to be more visible and connect with students to allow them further opportunities to seek support where necessary.

Part 2: Domain E - Standard E7 - Team Evaluation

There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Evidence and conversations with staff confirm that policies and procedures are in place to support the health, safety, and security of students when engaged in activities outside the school. A specific student - teacher ratio must be respected. Different forms must be completed, including a risk assessment. The headteachers are responsible for final approval.

The same risk assessment form is used for local, national, and international trips although the form can be edited/ expanded as necessary. Any new field trip site must be visited by a member of staff before organising any student visit, as outlined in the Group Trips Policy. This will allow any risks to be identified and potentially mitigated. The school may also seek additional risk assessments from providers of off-site activities.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain E - Standard E8 - Team Evaluation

The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.

Self Ratings

Met

Accreditor Ratings

Not Met/Partially Met

Accreditor Report

The university guidance counsellor assists students from four of the Braeburn group of schools in Nairobi and others further afield. As well as being present at Braeburn School one day per week for face to face meetings, the university guidance counsellor is also available at other times via email or for virtual meetings.

The university counsellor deals with applications for specific universities as well as applications made through sites such as UCAS. The university guidance counsellor also intervenes as early as year 9 with guidance regarding subject choices and again in year 11 for support relating to sixth form subject choice. There is support for this from other relevant staff within the school, including subject leaders and form tutors.

Parents are informed of timelines and given a broad overall picture. Different forms, options booklets and details of events are shared with parents and students. Some annual events figure on the school calendar, others are communicated directly to parents and students. Visits to university fairs or the school hosting online visits from universities is also a feature. The university guidance counsellor's contact details are made available and parents and students can arrange appointments. Parents and students were grateful for the information provided but at times found the quantity and multiple sources overwhelming or confusing, particularly those for whom English is not the first language. In conversations with a range of stakeholders, there is clear recognition for the hard work and commitment of the university guidance counsellor. A degree of difficulty was expressed by some students and parents about accessing the support.

The school looks at final university destinations and this information feeds into future advice. Currently the main university destinations are the UK and Canada. This can help to inform guidance, while keeping an open mind as to other possibilities.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendation(s). None at this time.

Domain E Standard 8 (Major) - The senior leadership team, in conjunction with the Braeburn Schools group, review the provision of university guidance counselling in order to promote greater access to age specific support with educational and career planning and advice.

Domain E Standard 8 - The university guidance counsellor review communications, documentation, and other information shared with students and parents to ensure that it is streamlined for quantity and quality, to be accessible to all, particularly those from a non-English speaking background.

Commendations

★ None at this time.

Recommendations

- 💡 Domain E Standard 8 (Major) - The senior leadership team, in conjunction with the Braeburn Schools group, review the provision of university guidance counselling in order to promote greater access to age specific support with educational and career planning and advice.

- 💡 Domain E Standard 8 - The university guidance counsellor review communications, documentation, and other information shared with students and parents to ensure that it is streamlined for quantity and quality, to be accessible to all, particularly those from a non-English speaking background.

Part 2: Domain E - Standard E9 - Team Evaluation

Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Conversations with parents demonstrate that the process of transition into the school begins as early as the admissions process. Parents expressed appreciation for direct involvement of the headteachers at this initial stage.

The first day of the year is used to focus on facilitating smooth transition into the school for new students and their families.

Pairing up arriving EAL students with another student who speaks their mother tongue is a common strategy used. Similarly, staff encourage students to buddy up to allow them to bond and connect quickly. The university guidance counsellor also supports some transitions into and out of the school.

Conversations with staff demonstrate a number of ways in which the school supports transitions between classes and between key stages. Pastoral and academic information, including information from inclusion teachers, is communicated to new teachers. The dedicated safeguarding lead will also brief tutors with relevant information.

Transition days are organised, giving an opportunity for students to meet their new teachers. Students are asked to select other students they would like to be with when they change class and staff endeavour to cater for those choices while taking into consideration all the other things the school is trying to achieve in terms of balance and diversity within classes.

A variety of events and actions including assemblies, subject, and university presentations, and options evenings complete the transition picture with the school.
Domain E Standard 9 - The school for its commitment to ensuring smooth transitions of students and furthering a supportive, caring environment for all students.
None at this time.

Commendations

- ★ Domain E Standard 9 - The school for its commitment to ensuring smooth transitions of students and furthering a supportive, caring environment for all students.

Recommendations

- 💡 None at this time.

Part 2: Domain E - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

The school environment is open, friendly, and welcoming. There is a genuine sense of community, where each member is valued and respected. Staff are happy to work at Braeburn School and students are happy to learn there.

The school has, in general, well established policies and procedure in place. A hard working and dedicated staff support the students in their care.

Braeburn School's response to the closure of the school due to COVID-19 and the switch to remote teaching and learning reflect credit on both the school for providing the necessary tools and training, and the staff for their flexibility and adaptability.

Transitions into and out of the school, as well as between divisions of the school are another area where the school is particularly attentive to the needs of both students and parents.

The school's stated planned actions are appropriate, particularly the further consideration of accessibility. Further additions are required to incorporate the recommendations in this report into the school's stated planned actions, with those pertaining so Standard E4, the development of a plan for off site evacuation, and Standard E8, the provision and availability of counselling services and university guidance counselling services, being a priority.

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

Commendations

★ Please refer to commendations under individual standards for this domain.

Recommendations

💡 Please refer to recommendations under individual standards for this domain.

Part 2: Domain E - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain F - Standard F1 - Team Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The level of staffing at Braeburn is managed based on student enrolment and any strategic projects that school is working on. The school was fortunate enough to not have had to make dramatic changes to staffing due to COVID-19.

Subject areas are staffed with specialists and suitably qualified staff that have a range of experiences. The Braeburn Schools group has a programme in place to offer newly qualified teachers opportunities to work in Braeburn to get their experience. However, changes to regulations in Kenya could potential affect this programme.

For professional development, Braeburn is keen to bring subject specific expertise into the school as this allows more staff to benefit from furthering their knowledge. Staff are also encouraged to maintain their knowledge in their specialty areas. The school has a robust and healthy professional development programme allowing for staff to self select and request professional development and training programmes along with that which the school initiates.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain F - Standard F2 - Team Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information has been taken into account in determining whether their appointment will be confirmed.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Braeburn School utilises the Safe Recruiting Policy to ensure that staff hired both locally and internationally are suitably qualified and background checks ensure that students are in a safe environment.

For expatriate teachers, background checks and police clearances from their most recent working location are required. In addition, professional references are required to be checked to ensure qualifications are accurate and suitable for the school's use. A number of forms and particular information is required to be presented to the school to assist in obtaining work permits. This information is kept secure and confidential in the HR department.

Locally hired staff have a police clearance made through the local Kenyan police system. This is done annually to ensure an up to date check on staff is made. Once expatriate staff have been in Kenya for 1 year, they will also get a local Kenyan police clearance to ensure they are clear for work.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain F - Standard F3 - Team Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

Self Ratings

Exceeded

Accreditor Ratings

Exceeded

Accreditor Report

Professional development is a strength of Braeburn School. There are a number of different sources of professional development that the school has used over the years. This is through different connections and organisations that both Braeburn School and the Braeburn Schools group belong to. These include KAIIS, AISA, Educare, IAPS, COBIS, and also an internal network of training opportunities within Braeburn Schools group. Once staff receive training, there is an expectation that this knowledge would be shared with other staff in relevant situations. The kijiji (Kiswahili for community) system is an online portal used for professional development advertising.

There is an element of staff supporting staff. Teachers teach each other during the Monday INSET time, as well as within department development meeting times. This collegial approach to collaboration is a strength of Braeburn School and a positive attitude from staff.

Staff are also encouraged and able to source their own preferred professional development opportunities or training. When this occurs, staff will be required to request this PD opportunity from their supervisor and head of department. Some of these PD opportunities are linked to their appraisal or personal and professional goals.

Staff across the different divisions and areas of the school are encouraged to develop their skills. This includes the support staff who have had trainings in the area of food safety, security, science laboratory safety, assertive driver safety, first aid, and safe working practices for maintenance workers. To help with accessibility of these trainings, some are offered in both English and Kiswahili.

Braeburn School currently supports local teachers to complete studies through the Nottingham University PGCE programme to obtain an iPGCE. This is mostly taken up by the Kenyan teacher staff and helps them to then be able to recruit for other international schools; as it is not valid for work in the UK. It allows the teachers to bring their teaching standards up to that of the UK. It is also recognised as being compatible with universities to allow opportunities for further studies.

Domain F Standard 3 - The school for fostering a positive environment that encourages professional development in all areas of the school to allow staff to improve their learning and experiences.

None at this time.

Commendations

- ★ Domain F Standard 3 - The school for fostering a positive environment that encourages professional development in all areas of the school to allow staff to improve their learning and experiences.

Recommendations

- 💡 None at this time.

Part 2: Domain F - Standard F4 - Team Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

The school's Safe Recruitment Policy contains clear definitions and practices for the recruitment, selection, and retention of staff. The policy is in accordance with the CIS Code of Ethics, and is widely understood by staff.

The composition of the staff demonstrates that inclusion, diversity and equality are part of the school's recruitment practices. Braeburn School maintains a balance of hiring staff that are from a wide range of backgrounds, cultures, and life experiences.

The Preparatory Visit recommended that the human resources department modify their handbook to provide more details of the recruitment process. The new version of the handbook does show more detail, and staff were able to explain some of the complexities and changes to recruitment, particularly for expatriates and obtaining work permits.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain F - Standard F5 - Team Evaluation

The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for students' learning.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There were recommendations in the Preparatory Visit pertaining to the school reviewing the appraisal process to ensure a consistent approach across the school. This has occurred and the appraisal process has been streamlined to include a different level of depth and analysis depending on the role in the school. There is also a much clearer timeline for the appraisal process, including contract renewal deadlines.

The school has an appraisal policy that allows all involved to know by what process and method they will be assessed. There are elements of self reflection, peer discussion, and supervisory discussions. This leads to a robust and supportive process. Staff in the different areas of the school were very positive and mentioned that they are happy with the appraisal process and find comfort in the professional growth it allows. The feedback they received was very constructive and helped them plan their professional goals and motivations for coming school years.

Domain F Standard 5 - The school staff for having a positive approach to appraisal and utilising the opportunities to be a part of the appraisal process and receive feedback to be able to grow in a professional capacity.

None at this time.

Commendations

- ★ Domain F Standard 5 - The school staff for having a positive approach to appraisal and utilising the opportunities to be a part of the appraisal process and receive feedback to be able to grow in a professional capacity.

Recommendations

- 💡 None at this time.

Part 2: Domain F - Standard F6 - Team Evaluation

Written policies and guidelines establish expectations for the performance of all staff-faculty and support staff -which are applied consistently.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

There are job descriptions available for different areas of the school. The headteacher job descriptions that were uploaded as evidence appear to be more of a check list of tasks than a pedagogical and philosophical definition of school leadership. However, following conversations, it was made clear that since evidence was uploaded, a lot of work has been done at the group level, in consultation with school leadership, on new job descriptions. These have made a difference in the vision of school leadership.

There are primary school and secondary school staff handbooks to assist and guide staff in different areas of the school. These have been recently reviewed and provide protocols, procedures and support for staff in their role. However, the current handbooks are very academic based and it is unclear if there are support staff handbooks outside of job descriptions. This could be an area for the school divisions and departments to pursue in the future.

None at this time.

None at this time.

Commendations

★ None at this time.

Recommendations

💡 None at this time.

Part 2: Domain F - Standard F7 - Team Evaluation

All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

All staff have contracts that follow a consistent and transparent timeline. For teaching staff, there are conversations during the school year which lead to an official request and letter of intent regarding contracts. Should a staff member be receiving a renewal, then they would find out well in advance of the normal international recruitment season. Once the headteachers have finalised their recruitment for the year, the human resources department will issue contracts and take over the contractual process.

An area of staff concern was that they were not able to see a full salary scale document and were only told, in the contract, what their salaries would be, not where they are on the salary scale. A number of staff in different areas of the school raised the issue of a transparent salary scale being available. While they were not complaining about the level of salaries, there was a concern about access of staff to see the overall salary scale. None at this time.

Domain F Standard 8 - School leadership to review the process for salary scales being made readily available so that staff in all areas of the school can see the progression of their salary over time.

Commendations

★ None at this time.

Recommendations

- Domain F Standard 8 - School leadership to review the process for salary scales being made readily available so that staff in all areas of the school can see the progression of their salary over time.

Part 2: Domain F - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School's planned actions for this domain were appropriate. Much of the planned actions have been completed or are near completion. The evaluation team was able to see evidence of the work that the school has put into place to ensure that the school is compliant with regulations for staffing as well as meeting international expectations and standards.

The school ensures that there are enough staff for the different areas of the school and have a strong commitment to the level of staffing in the inclusion department as well as the younger grade levels. This commitment to ensuring a positive learning experience for all strongly links back to the guiding statements and the passion Braeburn School has for all being able to learn successfully. The only area of the school where staff should be reviewed would be the two areas of counselling. While there are processes in place, constituents did mention that access to social, emotional, and college advisory counselling services can be difficult. That does not mean these areas are not working well, a review would identify if in fact the processes in place are what the school needs and is able to provide.

The school has a good process for recruitment in terms of staff knowing their job description, role and responsibilities, contractual expectations, and appraisal process. Staff were happy with how the HR department works and ensures they are protected. Background checks, annual police clearances, as well as monitoring changes to regulations from the local Kenyan authorities ensures that the school is constantly compliant with how staff are managed.

Staff were happy with how the professional development of the school operates. The school has a large pool of options for where and how training courses can be sourced and attended by staff across the school. All departments have access to different types of training. This is a strength of the group of schools as they pool resources to be able to offer collective professional development.

The appraisal process was recently reviewed to ensure that it was suitable for the school. This process includes self reflection as well as peer and supervisory input to all for teacher growth. The general feeling amongst all levels of staff is that the opportunities to growth as a professional leads to a better performance in their role.

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

Commendations

- ★ Please refer to commendations under individual standards for this domain.

Recommendations

- 💡 Please refer to recommendations under individual standards for this domain.

Part 2: Domain F - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain G - Standard G1 - Team Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Maintenance

Braeburn School has a core team of maintenance staff who are diligent in their role. Not only are they regularly dealing with maintenance issues and school grounds, but they are proactive to be "seeing it and fixing it" without having to be told. The school has initiated a range of methods to be informed of maintenance requests. They can be contacted by phone, in person, or through the school network; all dependent on the urgency of the maintenance request.

From discussions, it was made clear that the maintenance team are able to make repairs without the need for permission. The only time when clearance from the group level is required is when there is a large cost involved. The maintenance team has a dedicated base to work from where their equipment and tools are stored. This area is off limits to students and is kept secure.

As well as the 10 maintenance staff, the school has expertise hired on staff in the areas of plumbing, electrical, and carpentry. This clever approach to hiring staff allows the school to do inhouse maintenance and repairs as well as specialty work without needing to outsource. These specialist staff maintain their certification and licences in the areas they work.

The maintenance team are also responsible for the teacher housing in the nearby area. There is an agreement made between the teachers and the school for what the teacher is responsible for and what the school will fix with regards to problems in the houses. For example, staff will replace minor things like light bulbs etc but the school will repair larger issues like electrical and plumbing concerns.

Cleaning

As with all organisations, the cleaning staff are one of the core groups of people to keep the business running. Braeburn School is no exception and have a wonderful group of people who work diligently and continuously to ensure the campus is kept clean. It was reported that equipment and chemicals to maintain the cleanliness of the campus are always available and ordered as needed.

General

The Preparatory Visit recommended looking at how vehicles access the campus during arrival and departure of students and staff. This recommendation was to review protocols of how vehicles can drive on the campus while students and staff are moving around. This has been addressed, and it was witnessed during arrival and departure that the road is

blocked with removable bollards designed to block traffic. This can control the flow of traffic and allow students free and safe movement across the road. There are numerous staff wearing high visibility vests also controlling the flow of traffic using stop/go signs. Once the majority of students and staff have left the campus, the temporary bollards are removed which also allows for the buses to depart from alternative exits.

The Braeburn School campus is kept in very good condition. It is clean, welcoming and allows guests and stakeholders to enjoy the campus.

There are a range of policies and documents that support the maintenance of the campus. Various staff are involved in developing plans, designs, and working on projects to ensure the school has an atmosphere of ongoing change. The Preparatory Report also recommended that the headteachers be involved at the group level for areas of strategic planning, renovation, and capital works developments. From conversations with a variety of stakeholders, this has started to occur and will always be an ongoing process to ensure that at the group level, decisions about campus development involve those who will be tasked to maintain and work there.

Drills are conducted on an appropriate schedule. As the school has returned to campus operations, these drills will begin to occur more often to ensure that the community is aware of the procedures for the drills.

Domain G Standard 1 - The maintenance and cleaning support staff for ensuring a well maintained and clean learning environment for all stakeholders to ensure that the learning spaces are suitable for students.

None at this time.

Commendations

- ★ Domain G Standard 1 - The maintenance and cleaning support staff for ensuring a well maintained and clean learning environment for all stakeholders to ensure that the learning spaces are suitable for students.

Recommendations

- 💡 None at this time.

Part 2: Domain G - Standard G2 - Team Evaluation

The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

Self Ratings

Met

Accreditor Ratings

Not Met/Partially Met

Accreditor Report

The technology department should be congratulated for their quick response and ongoing support given to students and staff during the remote teaching and learning time.

Students, staff, and parents all reported that the experience, while new, was smooth and the school allowed for a number of ways to support.

The Braeburn School technology department have full control over the software and hardware for the campus. At the group level, there are a number of software and processes in place that allow for the group to have a consistent system across the schools. This involves some software in the finance department, student management, and resources areas.

Many of the decisions for purchases and replacement of hardware and software is made at the Braeburn Schools group level. There is a plan in place that shows the cycle for replacement and purchasing for all the different Braeburn schools. This is available to school leadership for information purposes. What is missing in this document, however, is any link to the pedagogical approach of technology. It was clear that the group technology department does maintain a strong process for group level technology in the areas of software and hardware, but schools themselves are left to develop their own understanding and purpose for technology in a learning capacity.

Braeburn School does not have a clear document or strategic plan that takes the group level technology plan (specifically for hardware and software) and incorporates it with the school's desire for teaching and learning with technology. There was a range of applications of technology across the school with some departments and grade levels embracing the use of technology in learning, but there were also inconsistent approaches in other departments. There are opportunities here for the school to discuss and develop a philosophical document on how they see technology being an assistive tool for teaching and learning objectives.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation stage criteria and should address the recommendation.

None at this time.

Domain G Standard 2 - The school leadership team and technology team investigate ways to discuss the pedagogical impact and approach that Braeburn School can use for technology as a teaching and learning tool.

Commendations

★ None at this time.

Recommendations

💡 Domain G Standard 2 - The school

leadership team and technology team investigate ways to discuss the pedagogical impact and approach that Braeburn School can use for technology as a teaching and learning tool.

Part 2: Domain G - Standard G3 - Team Evaluation

The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Medical

The medical team in Braeburn School have worked diligently over the last number of years both due to the regular requirements of this department, and also through the complexities of the COVID-19 pandemic expectations and protocols. The medical unit was able to provide information and relevant data to the school to assist with decision making and to parents to ensure that they were aware of the latest information being provided through reliable sources.

The unit is normally staffed by three nurses, however at the time of the evaluation, it was only two due to a staff member being on leave.

The nurses mentioned that they were happy with the working conditions which include a continuous and good access to relevant professional development and training. Resources to assist them with their role in the school are easily purchased as needed.

An area that they felt needed clarification is communication with parents. There were times that the medical unit felt out of the loop on cases involving student illness as the classroom teacher would contact the parents directly, but the medical team are not aware.

Personal and medical data is handled carefully and confidentially in locked storage as well as online. Any serious illness that the medical team deem relevant to staff knowing is flagged in iSAMS so that staff can access an abridged version so that they can ensure they are monitoring it. More detailed information is only available to school leaders and medical staff.

At the admissions level, any students joining the school fill out a medical survey which is then passed to the medical unit for assessment and knowledge. Any items that require action are then followed up by the medical unit.

Transportation

The school owns a series of buses that are used for pickup and drop off of students on a daily basis and also for school field trips during the school hours. Braeburn School provides a generous coverage area for student collection; this is deemed the Nairobi city area which has the furthest collection point of approximately 25 kms from the school. As there are times when pick up is approximately 6:00 am in the morning, drivers are often sourced from areas close to the school to allow easier access for drivers to collect the bus and return it to the school campus at the end of the day.

There are approximately 20% of the student body who use the bus system. There are set routes that are developed by the transportation manager who looks at how best to manage the buses. New students who wish to use the bus need to be connected with the transportation manager who will find the most suitable route that the student will take. This information is shared with the parents.

The buses used to have an assistant who would be assigned to the buses to support good behaviour, child safety, and general organisation so that the driver can focus on driving. These assistants were removed from the buses and cameras were installed to record live coverage of the interior of the bus and the driving direction of the bus. This data is available to the school leadership and transportation manager live and recorded. There is also GPS navigation systems in the buses that allow the transportation manager live knowledge of the location of each of the buses.

Drivers undergo training on safe and yet assertive driving to ensure the safe transportation of students and staff. All drivers need to provide a valid drivers licence and police clearance as per school policy. However there is no provision in place to randomly drug or alcohol test drivers to ensure they are fit to work. At present, it is only a visual inspection of drivers to know if they are fit to drive.

Maintenance of the buses is monitored at the group level as well as insurance for the buses.

Security

The security team at Braeburn School is made up of two components; a core group of five Braeburn School employees and a group of 12 security employees hired through a contract with the local security company KK. It was made very clear that child protection was taken seriously as only the Braeburn School security were allowed to enter areas that would include students. The KK staff are limited to perimeter and external security posts like the gates and bus areas.

It was raised as a matter of concern by the security coordinator, that there was an imbalance of gender in the security staff. Of the 17 security personnel, currently only 1 is female. This has been an issue for the school as there have been times when an inspection of female students/guests/employees was required and the only female security guard was not available.

The school has 38 CCTV cameras strategically placed around the campus and access to where the cameras are monitored is restricted to security personnel and school leadership. There is a current incompatibility between some cameras being analogue and some being digital. There is a goal to increase the number of CCTV cameras to allow for more coverage or better coverage in certain areas.

The school has added live CCTV cameras to the school buses. These as well as the school's CCTV cameras around the campus are governed by the CCTV policy and Data Protection policy. However, the school does have a group wide CCTV policy in development. It is not complete and references Kenyan regulations. It is also written in a way that the data protection aspect of CCTV is included. The school does have cameras in the school buses, which is new. The school is encouraged to check that this developing,

but not implemented CCTV policy, includes the bus cameras and how they operate, are accessed, and stored.

Catering

Braeburn School has restarted the provision of food services after the various restrictions due to COVID-19. This occurred in September 2021 which required the school to be re-accredited with the Ministry of Health to provide food services in a public location. As well, employees follow Kenyan regulations requiring staff to undergo food safety and medicals to ensure any illnesses that can be transmitted through food is mitigated.

Menus are developed by the catering staff through consultation and requests from the school community; mostly staff, administration, and the student council. Menus also include multiple meat options to cater to students' dietary needs. Vegetarian options are also made available on a daily basis. The menus that are developed follow health protocols to ensure a balance between the 7 food groups and requests from the stakeholders.

Until very recently, the schedule for eating in the cafeteria, required changes to allow for sanitising of the tables/and equipment between cohorted groups of students.

Admissions are very good at ensuring that during enrollment, students with a particular food allergy are made known to the catering staff so that they can ensure they are catered for. There are times when students themselves, particularly the youngest pupils, are not aware of their allergy status.

The catering service is currently operating with 40% of students accessing the services. This is less than during pre-COVID-19 times, but is increasing now that people see that the school has embraced providing the service.

The catering department is made up of 50% permanent and full time staff and 50% of the staff who are on term based contracts. This part time/contract approach allows the school to minimise costs for staff during holidays while also maximising efficiency during peak times.

There are plans being developed for a renovation of the kitchen space to ensure that it is suitable for health and safety and functionality.

Science Laboratories

There was a recommendation in the preparatory report pertaining to maintenance and renovations of the science labs and prep rooms. This has been partially completed as some of the renovations are quick and cost effective, while a more detailed renovation requires further planning and input from the group level finance team and special projects division. It is important that this is attended to as there are potential concerns with how the prep rooms are used to store chemicals.

There is an internationally recommended chemical database that allows lab technicians access to pertinent information about the storage, interactions, and classifications of chemicals and equipment. It was mentioned through conversation that the school does indeed subscribe to CLEAPSS (Consortium of Local Education Authorities for the

Provision of Science Equipment) database, but access at the lab technician level is limited and they are relying on their expert knowledge. It is recommended that access is given to staff as soon as possible.

While there were no major safety issues observed during the evaluation visit, and being limited to a virtual classroom observation, there were times when practical lessons were observed and some basic safety protocols like laboratory coats and goggles were not in use, and safety signs not prominently displayed.

Staff in the different support departments are motivated and understand their place in the school's functions. There was an understanding of the guiding statements. There was a suggestion that as well as the regular professional development and training that they do get, being able to see how their roles are performed in other schools would allow them to reflect on their current practice to evaluate if they are doing what is best for their own school.

Domain G Standard 3 - The schools auxiliary and support staff for maintaining a positive, professional approach to ensuring that the school is a safe, functioning, and reliable work and learning environment.

Domain G Standard 3 (Major) - School leadership consider ways to do a safety audit of the various labs, workshops, and high risk areas of the school to ensure that any maintenance or renovation plans are initiated through the correct Braeburn Schools group procedure.

Domain G Standard 3 - The laboratory technicians investigate ways to ensure access to safety information sources, such as CLEAPSS, is developed to ensure that all staff have readily available information regarding the safe storage, access, and interactivity of chemicals.

Domain G Standard 3 - The science department review safety protocols for experiments to ensure that students and staff are safe in terms of themselves and equipment.

Domain G Standard 3 - The security team, in conjunction with the transportation department, review the CCTV policy to ensure it includes that recent additions of cameras in the buses and that it is in line with both international best practice and expectations in Kenya.

Domain G Standard 3 - The medical unit work with school leadership to define a consistent protocol for communication with parents in regard to medical needs.

Commendations

- ★ Domain G Standard 3 - The schools auxiliary and support staff for maintaining a positive, professional approach to ensuring that the school is a safe, functioning, and reliable work and learning environment.

Recommendations

- 💡 Domain G Standard 3 (Major) - School leadership consider ways to do a safety audit of the various labs, workshops, and high risk areas of the school to ensure that any maintenance or renovation plans are initiated through the correct Braeburn Schools group procedure.

- 💡 Domain G Standard 3 - The laboratory technicians investigate ways to ensure access to safety information sources, such as CLEAPSS, is developed to ensure that all staff have readily available information regarding the safe storage, access, and interactivity of chemicals.

- 💡 Domain G Standard 3 - The science department review safety protocols for experiments to ensure that students and staff are safe in terms of themselves and equipment.

- 💡 Domain G Standard 3 - The security team, in conjunction with the transportation department, review the CCTV policy to ensure it includes that recent additions of cameras in the buses and that it is in line with both international best practice and expectations in Kenya.

- 💡 Domain G Standard 3 - The medical unit work with school leadership to define a consistent protocol for communication with parents in regard to medical needs.

Part 2: Domain G - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School support staff are a hard working, collaborative, and efficient group, They cover a large number of departments in the school which include IT, security, catering, maintenance, cleaning, transportation etc. The people in these departments are clear of their role in the school and how they play an important role in the functionality of how things run.

This domain had a number of planned actions that the school has been working on and these appropriate actions will better the school's operations, safety, and efficiency. Please refer to commendations under individual standards for this domain. Please refer to recommendations under individual standards for this domain.

Commendations

- ★ Please refer to commendations under individual standards for this domain.

Recommendations

- 💡 Please refer to recommendations under individual standards for this domain.

Part 2: Domain G - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 2: Domain H - Standard H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Plentiful evidence shows that the Braeburn School offers a rich variety of communication channels for all stakeholders which are being used regularly. Parents confirmed communication is done via multiple platforms, student diaries, weekly newsletters, WhatsApp, emails, and phone calls. Either online or in person regular parent teacher meetings are held after reports are issued. Staff reported that attendance has increased after online consultations were offered.

The parent portal, available on the school website, provides remote access to teacher mark books for their childrens' academic progress and reports. New parents are integrated into the system automatically. In addition, Google classrooms' weekly updates inform parents of homework and class activities.

Throughout the meetings held with representatives of the school community information overload was expressed as a problem due to the number of separate emails etc received.

Staff mentioned that one area that they used to assist students with levels of screen time was that they did not allocate work outside of the normal school hours. This allowed students to disconnect and be offline.

Domain H Standard 1 (Major)- The school and parents for their positive, transparent, and open communication channels which enhance the students' overall well-being and educational attainment.

Domain H Standard 1 - The administration develop a streamlined method of communication to a centralised system to ensure clear and effective communication.

Commendations

- ★ Domain H Standard 1 (Major)- The school and parents for their positive, transparent, and open communication channels which enhance the students' overall well-being and educational attainment.

Recommendations

- 💡 Domain H Standard 1 - The administration develop a streamlined method of communication to a centralised system to ensure clear and effective communication.

Part 2: Domain H - Standard H2 - Team Evaluation

The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Self Ratings

Met

Accreditor Ratings

Met

Accreditor Report

Video and picture evidence demonstrate that students are provided with an enriched learning experience through external partnerships and Friends of Braeburn (FAB). Student committees supported by FAB are actively involved in charity projects, service learning, and environmental activities.

Braeburn Schools group has a marketing and alumni manager who coordinates their involvement in events within all Braeburn schools. Parents and alumni are actively involved in the school life, enhancing student learning and pedagogy.

Weekly newsletters and a variety of digital resources are used regularly to enable an efficient communication in terms of home-school relationships. The parents have direct access to the parent portal, available on the school website, for their childrens' digital report card, progress report, and academic progress.

Staff stated that they are called upon for career fairs, work experience provision, presentations to students in their personal disciplines, and to act as role models for future aspirations. The school is a member of multiple local and international organisations who sponsor and/or host sports and other events reinforcing student learning.

Domain H Standard 2 - The staff and the parent body for dedicating their time and effort in providing a range of opportunities for the students to reach their full potential.
None at this time.

Commendations

- ★ Domain H Standard 2 - The staff and the parent body for dedicating their time and effort in providing a range of opportunities for the students to reach their full potential.

Recommendations

- 💡 None at this time.

Part 2: Domain H - Domain Summary - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School provides open and transparent communication across all its stakeholders. There is a wide variety of communication channels available for use which are used regularly both within school, to parents, and students. Parents feel at ease in communicating with the school through the weekly newsletter, parent portal, emails, and face to face conversations. Parents expressed a concern with information overload which the school has identified in its planned action to prioritise and streamline communication between school and home.

The school has strong connections with various partners within and outside of the school. Communication between school, parents, and other community members is informative, and timely. Parents, staff, alumni and external partnerships are engaged as partners in the learning and well-being of their children. The collaborations that are made with parents, other Braeburn group schools, and the wider community, further support teaching and learning.

Please refer to commendations under individual standards for this domain.

Please refer to recommendations under individual standards for this domain.

Commendations

- ★ Please refer to commendations under individual standards for this domain.

Recommendations

- 💡 Please refer to recommendations under individual standards for this domain.

Part 2: Domain H - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Commendations

Recommendations

Part 3: Conclusions - Team Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Self Ratings

No Rating

Accreditor Ratings

No Rating

Accreditor Report

Braeburn School is an example of a school who understands the importance of accreditation and embraced the idea of self reflection and looking inward. Change is not something that Braeburn School runs from or aims to avoid. From first contact with the school for this evaluation visit, the school was professional, communication, adaptive, and willing to be a partner in the process.

Braeburn School is part of an educational group of schools which has a parent governance structure that allows for consistent branding and yet individual school development. Unlike some education groups aiming to franchise their philosophy and school structure, the Braeburn Schools group, a group of nine schools, allows schools to belong to the group and yet evolve and create an identity particular to their demographic of students and community, while still representing what Braeburn Schools group stands for.

The executive board of Braeburn Schools group has a philosophy of forward thinking to ensure that educational trends, philosophies, and visions for the future are built into the mission of the group. Sustainability is important and the group makes sure that there is a balance between growth, expansion, and oversight ensures that the schools within the group are supported in terms of governance and finances.

Braeburn School, which is also home to the Braeburn Schools group head office, sits on a well-maintained campus which all stakeholders find useful, practical, and supportive to student learning. While there is a constant focus on maintaining this campus; there are also visions for making sure that it caters to modern forms of learning.

During the evaluation visit, parents, staff, students, and leadership were all very support of questions being asked of their school community. The community was transparent, honest, and willing to accept feedback.

The self study report from Braeburn School was thorough, and from conversations with the different domain committees, appeared to be inclusive of the communities within the school. Communication is an important tool for Braeburn School, and they used this well throughout this process and constituents were part of the self study process.

The general feel of community within Braeburn was expressed as one of the reasons that students and families, as well as staff, stay connected to the school. The school is not afraid to look at its processes and operations and make sure that they are providing the best learning experience for students.

Throughout the process, the school expressed that they learned a lot about themselves as a school, learned about the different parts of the school some even expressed surprise by

how much they in fact do. Celebrating the successes of a school can sometimes be lost in all the activities a school participates in. However, Braeburn School does celebrate. During the self study, while collecting evidence and reflecting, it was discovered that across the school, there are areas that unless you are involved, would not be aware of the complexities and activities going on.

While the school does have a number of projects to work on from this evaluation visit, none were a surprise to the school. The school's ability to know its own limitations and skills is strong. During the leadership debrief, none of the major areas identified in the evaluation visit were a surprise to school. They are constantly collecting data through a range of methods that they are normally well aware of what is happening in the school.

Next steps for the school will be to take the report and look at the key areas identified, not just the areas needing focus, but the areas to celebrate. These should be continued and solidified into standard practice.

Braeburn School should be thanked for their warm welcome for this evaluation visit and the openness with which the school community approached this visit. We wish them well for their next cycle of school improvement.

CIS does not require commendations in this section.

CIS does not require recommendations in this section.

Commendations

★ CIS does not require commendations in this section.

Recommendations

💡 CIS does not require recommendations in this section.