



COUNCIL OF
INTERNATIONAL
SCHOOLS

THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

Journey to Excellence in International Education

School Improvement through Accreditation

SCHOOL	BRAEBURN GARDEN ESTATE (EYU-IB)
COUNTRY	KENYA
VISIT DATES	9 - 11 November 2015
CIS VISITOR 1	Kay Mongardi
CIS VISITOR 2	David Greetham

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

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CIS: FIVE-YEAR REVIEW

PART I INTRODUCTION

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

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

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

THE REPORT

Completing the Template

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

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

Timeline

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

THE FIVE-YEAR VISIT

Dates for the Visit

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

Visiting Team

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

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

RESOURCES

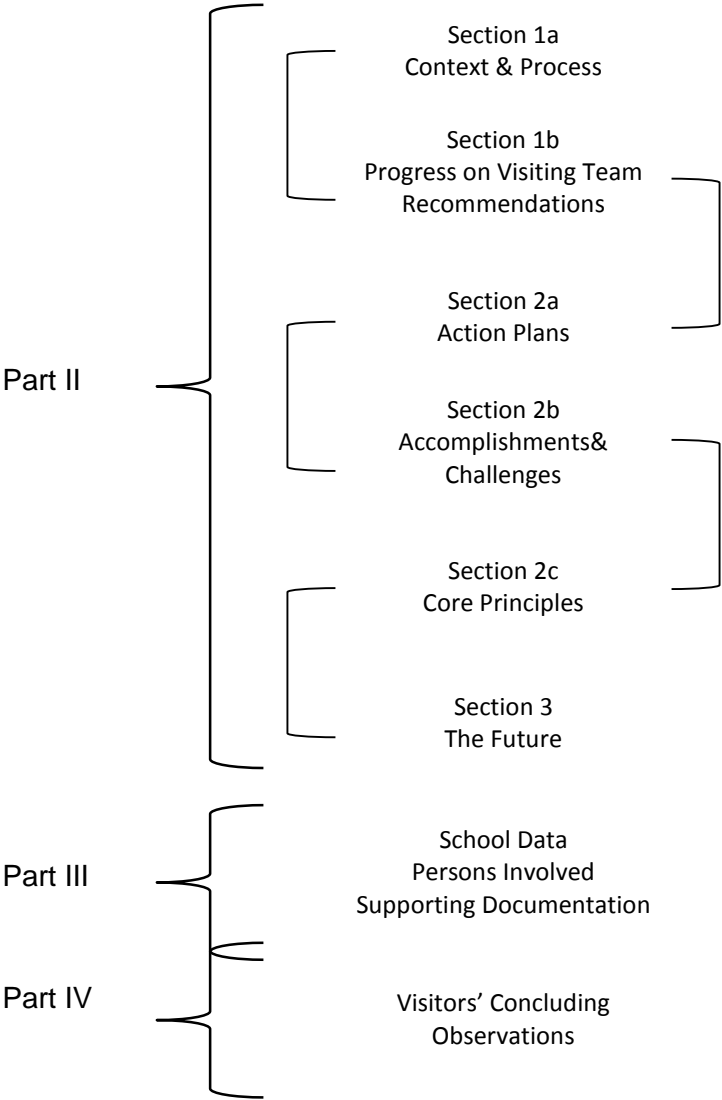
The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the CIS *Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)

Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

REPORT STRUCTURE

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



PART II

FIVE-YEAR REVIEW TEMPLATE

(NB: Text boxes will expand to accommodate comments)

SECTION 1a – CONTEXT & PROCESS	
<ul style="list-style-type: none"> • Describe the school's accreditation and school improvement history. • Describe how this report was created and who was involved. • Describe any particular challenges encountered in producing the report. 	
SCHOOL COMMENTS	VISITORS' COMMENTS
<p>Accreditation History:</p> <ul style="list-style-type: none"> • CIS accreditation achieved for Years 12 and 13 in 2011 (Team visit November 2010) • Full CIS accreditation achieved for the additional grades of EYU to grade 11 in May 2013. • IBO World School status achieved in 2002. • IBO Ten Year visit achieved in 2012. • COBIS member school 2014. <p>School Improvement History:</p> <p>The history of the school can largely be sourced back to 2009 at which point we added grades EYU to Year 10 beneath the existing 6th form college. This, to all intents and purposes, created a new school at which point the history of our school development can be said to begin.</p> <p>Over the last 6 years, the school has grown considerably to its current size and likewise the systems, practices, philosophy and objectives of the school have similarly developed.</p> <p>The main framework for the developments in Teaching & Learning is the adoption in 2011 of the agreed Braeburn Group framework entitled SEF (School Evaluation Framework). This framework includes all elements of monitoring and assessing Teaching and Learning and enables the SMT to manage development & improvement.</p> <p>Other areas of physical & resource improvement can be located in a selection of action and development plans in other departments.</p>	<p>The agreed Braeburn SEF framework ensures that there is a regular whole school self-review and some of this makes reference to areas of good practice and areas for development in relation to teaching and learning. There is a process of departmental and class teacher self-review which feeds into this process. Within this, are identified strengths and areas needing further development in relation to teaching and learning.</p>

The FRPP was compiled using committees A through G as follows;

Section A – Philosophy and Objective – Chair: John Herbert

Members: Tim Richards, Jonathan Andrews plus school stakeholders.

Section B – Teaching & Learning – Chairs: Jaime Mackrory, Jackie La France, Tom Craven & Polly Anderson

Members: Harry Roberts, Vanessa Hay, Mercy Gichuhi, Gerry Seenan, Laura Coupe.

Section C – Governance and Leadership – Chair: Anne Bishop

Members: John Herbert & Rob Williams

Section D – Faculty and Support Staff – Chairs: Tim Richards & Rob Jackson

Members: Noelle Sempele, Margaret Gachira,

Section E – Access to Teaching & Learning – Chairs: Tim Richards & Rob Jackson

Members: Eva Gatwiri, Peris Wangari, Sheil Patel, Alex Vaporidis, Alex Manning, Jadiel Githinji

Section F – School Culture & Partnerships for Learning – Chairs: Rachel Kagwa & Yvonne Atkins

Members: Mercy Gichuhi, Jon Andrews, Aaron Parker & Hanneke Akkeren.

Section G – Operational Systems– Chair: John Herbert

Members: Purity Mwangi, Samuel Kariuki, Samuel Waiganjo, George Onsongo

SECTION 1b –PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (Completed), IP (In Progress), or R (Rejected).
- For recommendations still *In Progress*, indicate, in Section 2, appropriate action plans that have been designed.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
A	Recommendation # 1	FRPP	5 Yr.
	The SMT consider undertaking a review of all publications to ensure that the mission, vision and objectives are consistent in all documentation.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The SMT, IBDP Coordinator and teachers consider ways to display and fully incorporate the IBO Mission and Learner Profile into the current ethos of the school.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The SMT and all staff involved in the admission of new students continue to develop effective procedures to ensure everyone new to the school understands the school’s Mission, Vision and Objectives.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The SMT together with the Board, staff, students and community develop procedures and indicators to determine whether the school is effectively putting its Mission, Vision and Objectives into practice.	IP	C
	Recommendation # 5 - ADDITIONAL GRADES	FRPP	5 Yr.
The Executive Head teacher and Primary Head teacher to develop more concise Aims of a whole-school nature, in line with the Braeburn	-	C	

	Group philosophy, through a consultative exercise involving all stakeholder groups.		
	Recommendation # 6 - ADDITIONAL GRADES	FRPP	5 Yr.
	In reviewing the Aims of the school, the school leadership considers a more explicit reference to the aims for developing international citizenship.	-	C
	Recommendation # 7 - ADDITIONAL GRADES	FRPP	5 Yr.
	Once the revised Aims are established, the leadership develops a systematic plan to evaluate how effectively the revised Guiding Statements are implemented.	-	C

NOTE ON SECTION B:

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):		YEARS 12 AND 13	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The SMT and the teachers ensure that the recent change from the college to a full secondary school is successfully implemented and that this is reflected in the following areas: <ul style="list-style-type: none"> • Vertical and horizontal articulation of the curriculum • Teacher collaboration • Resources • Continuing documentation and revision of the curriculum • Planning for professional development 	IP	C
	Recommendation # 2	FRPP	5 Yr.

	The Board ensure that the SMT and teachers are giving adequate time and opportunity to consider and implement the necessary change.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The SMT develop a comprehensive curriculum review cycle that is linked to the acquisition of materials and professional development.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The SMT make more provision to help teachers support ESL and SEN students.	IP	C
	Recommendation # 5 - ADDITIONAL GRADES	FRPP	5 Yr.
	Vertical Articulation across the school, and horizontal articulation in the Secondary School, should be stressed.	–	IP
	Recommendation # 6 - ADDITIONAL GRADES	FRPP	5 Yr.
	Assessment for learning has been introduced; further professional development should be provided for teachers at all levels.	–	IP (pri) C (sec)
	Recommendation # 7 - ADDITIONAL GRADES	FRPP	5 Yr.
	Professional development opportunities on Learning Support and EAL techniques for the mainstream classroom teachers should be part of the professional development offering at all levels.	–	IP
	Recommendation # 8 - ADDITIONAL GRADES	FRPP	5 Yr.
	Evidence of the international thinking and understanding which occurs throughout the programmes of the school should be collected to ensure continuity.	–	IP

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
	The Board and the SMT together ensure that the success of recent changes is carefully monitored and that planned changes are carried out within the time frame envisioned.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The Board continue to develop and monitor regular and relevant communications from the Board to the school community.	C	C
	Recommendation # 3	FRPP	5 Yr.
	The Board continue to frame coherent Development Plans for both the Group and the school, which make reference to wider pedagogical developments	C	C
	Recommendation # 4 ADDITIONAL GRADES	FRPP	5 Yr.
	The Managing Director and Group Managers, along with the school's Leadership Team, use the four-year Campus Development Plan to strategise and budget for the necessary medium-term site developments, in line with the agreed Vision for the school.	-	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
	The Board and SMT review the salaries and benefits.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The SMT and the Board review the current class size policy.	C	C
	Recommendation # 3	FRPP	5 Yr.
	The SMT review subject specific professional development needs.	IP	C
	Recommendation # 4 - ADDITIONAL GRADES	FRPP	5 Yr.
	Develop more systematic means to enable administrative support staff to meet across	N/A	IP

	the Braeburn Group and develop professionally.		
	Recommendation 5 – ADDITIONAL GRADES		
	Review and develop the whole-school performance appraisal system, linking it to the professional goals of the individual such as they emerge from school development priorities.	N/A	IP

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
	SMT formalizes a special needs policy for Board approval.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The new SEN Team continue to plan and coordinate in a structured approach.	C	C
	Recommendation # 3	FRPP	5 Yr.
	The SMT increase qualified ESL support.	C	C
	Recommendation # 4 - ADDITIONAL GRADES	FRPP	5 Yr.
	Development of the EAL programme and staffing is important to support the growth in the school enrolment.	N/A	C
	Recommendation # 5 - ADDITIONAL GRADES	FRPP	5 Yr.
	Support for teachers to develop their skills with EAL students in the Mainstream classes (see Recommendation in Section B above).	N/A	IP
Recommendation # 6 - ADDITIONAL GRADES	FRPP	5 Yr.	

	Consider the need for a full-time emotional and social Counsellor as enrolment increases.	N/A	C
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SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
	The Board and SMT act without delay on professional recommendations for the improvement of safety features at the school.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The Board consider obtaining the services of a professionally trained Safety Officer.	IP	R
	Recommendation # 3	FRPP	5 Yr.
	The Board consider further facilities for physically challenged students.	IP	R
	Recommendation # 4	FRPP	5 Yr.
	The SMT insists that students wear seatbelts while being driven to and from school.	C	C
	Recommendation # 5 - ADDITIONAL GRADES	FRPP	5 Yr.
	Develop a Campus Plan for Technology for Learning, and improve the connectivity across the campus.	N/A	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
	The SMT and Board continue their work on improving communication throughout the school community regarding both long and short range plans.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The SMT working with the school nurses review ways to include them in co-curricular events and provide more information on health related issues.	C	C
	Recommendation # 3	FRPP	5 Yr.
	The SMT and staff continue their work with students to identify opportunities for international service experiences and sports trips.	C	C
	Recommendation # 4	FRPP	5 Yr.
	The SMT and Board continue their work on upgrades and renovations to the Braeburn Garden Estate School.	C	C
	Recommendation # 5 - ADDITIONAL GRADES	FRPP	5 Yr.
	Develop the leadership roles of the Secondary School Council.	N/A	IP
	Recommendation # 6 - ADDITIONAL GRADES	FRPP	5 Yr.
	Consider suitable professional development and training for the Boarding Parents to support them in their duties.	N/A	IP

SECTION 2a – ACTION PLANS

Summarize action plans the school has developed in response to Visiting Team Recommendations rated *In Progress* (IP) at this Five-Year stage.

Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
A	Please refer to the appendix for the school's P&O Action Plan for all areas referring to Section A.	Detailed in P&O's action plan.	From July 2015 onwards
B1/B5	<p>Subject leader meetings across Key Stages to take place termly.</p> <p>Common shared drive across the schools for curriculum maps.</p> <p>INSET on vertical and horizontal planning articulation for secondary and primary teachers.</p> <p>Increase the online journals and online resources available to students.</p> <p>Convert to an electronic library with 5 bookable iPads.</p> <p>Improve wifi provision throughout the school.</p> <p>Professional development budget to be allocated in September of each academic year.</p>	<p>Meetings taking place termly.</p> <p>Curriculum maps for all subjects and across all key stages are found in one location and accessible by all staff. Repetition / gaps are eliminated and learning is aligned.</p> <p>INSET given and teachers follow on with discussion as to how they and their departments are achieving this</p> <p>More electronic resources are available for students.</p> <p>Electronic library resources are in place and available to students.</p> <p>Wifi is accessible and strong in designated learning spaces around the schools with completion for remainder agreed.</p> <p>Budget for professional development is allocated in September of each academic year.</p>	<p>September 2015</p> <p>In Place</p> <p>April 2016</p> <p>September 2016</p> <p>September 2016</p> <p>September 2015</p> <p>Annually in September</p>
B4/B7	<p>Recruit a site SENCo for primary and secondary.</p> <p>Online training on special needs</p>	<p>A SENCO will be in place.</p> <p>At least one member of each</p>	<p>September 2015</p> <p>August</p>

	<p>for learning support teachers, but also class/subject teachers.</p> <p>EAL teacher to get trained and then feedback to the entire school.</p>	<p>department will have completed an online SEN training session and will have fed back to the rest of the department.</p> <p>EAL trainer will have given a session and all staff will feel more comfortable supporting EAL students in lessons.</p>	<p>2016</p> <p>July 2016</p>
B6	<p>Assessment for Learning training for teachers in EYU up to key stage two (already completed for key stage 3, 4, and 5).</p>	<p>All staff teaching across both schools will have had AfL training and feel comfortable using in in their lessons.</p>	<p>July 2016</p>
B8	<p>Theme weeks and cultural day have become yearly events.</p> <p>Schemes of work in the secondary school have begun to incorporate international thinking and this will continue and be included in SOWs across both schools.</p> <p>International Mother Language Day to become a cross-school event.</p> <p>Assemblies across both schools to incorporate international thinking</p>	<p>Already completed.</p> <p>SOWs across year groups and subjects will make reference to international thinking and will indicate how it will be incorporated into each topic.</p> <p>IMLD will be incorporated into the primary school</p> <p>Assemblies focusing on international thinking will take place in both schools at least once every term.</p>	<p>Complete</p> <p>July 2016</p> <p>February 2016</p> <p>In Place</p>
D4	<p>Establish schedule for administrative staff to attend workshops with peers within the group and cascade outcomes to colleagues. This has been 'informally' started, predominantly in the ICT dept.</p> <p>Drivers are trained on First Aid once a year.</p> <p>Admin and support staff are provided with Child protection INSET on an annual basis.</p>	<p>Calendared schedule to be established at group level, with input from administrators to form the basis of each agenda.</p> <p>Drivers feel confident in dealing with situations that require basic medical care.</p> <p>Staff are more aware of their role in identifying and reporting possible child protection issues.</p>	<p>Jan 2016</p> <p>In Place</p> <p>In Place</p>

	Middle manager training to address range of agreed issues.	Staff feel more confident and have access to management strategies in their roles.	In Place
D5	Whole school review of teacher appraisal with the aim of achieving greater consistency within key stages 3, 4 & 5.	Staff within each key stage are aware of the expectations and protocols involved in appraisals.	July 2016
E5	INSET provided to all faculty staff, EAL teachers continue to work in class to support class teachers and subject teachers.	INSET provided by EAL dept. to teaching staff at least once in each term.	In Place
	Increase collaboration within the whole school EAL dept. and promote a more proactive approach to disseminate strategies to teachers.	Regular dept. meetings held and support materials shared with staff via a google drive resource bank.	In Place
	All EAL teachers to complete an accredited (online) course.	All members of dept. to be certified.	Jan 2016
	Assessment of incoming students to establish the level of EAL support that may be required, then feedback to class teachers.	Incorporation of EAL assessment as part of the formal admission process. Use of a standardised EAL assessment tool.	Term 1 2015-16
G5	Develop the leadership roles of the Secondary School Council.	All Council members undergo in-house training on meeting structures. Chair & Secretary undergo specific training relevant to role.	In place
G6	Consider suitable professional development and training for the Boarding Parents to support them in their duties.	All Boarding Parents to undergo safeguarding, health & safety, & basic first aid training.	Term 1 2015

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

Section A

The philosophy, mission and objectives of the Braeburn Group School have been consolidated, and clearly expressed in a graphic that includes the three circles of intent of the Braeburn Group encircled by nine concepts, which express the values and expectations of the guiding statements. This was a community effort led by the Senior Management Team (SMT) at the school. This graphic is posted throughout the school and the words, as they are referred to, are used as guidance in all aspects of planning. Regular review is ongoing, as this is seen as a living document used to lead the school in moving ahead in line with its needs. Adding the graphic to the web page of the school would be a good move. Internationalism and interculturalism are recognised in the Guiding Statements in essence, but more could be done to make the statements more explicit. Definitions of these concepts have been proposed and will be examined by the leadership team and, eventually, the community.

Section B

Curriculum planning and development is ongoing; however, great progress has been made in vertical articulation working through the departments across the school. This will continue on a regular basis. The curriculum is being updated on a yearly basis including the curriculum maps. There is a focus on Assessment for Learning with continued professional development for all sections of the school. Integration of the concepts of internationalism, interculturalism and global understanding continues to be a work in progress across the school. The Primary school has this as a major curricular goal. The addition of more opportunities for the primary students to have access to mother tongue clubs is being strongly promoted, with Dutch and German in place and Spanish to be added. September 2016 will have a major change in the facility structure with a Key Stage Three block including classrooms for Years 7, 8 and 9. This should have a positive impact on the teaching and learning, giving these students a separate identity and a learning environment more suited for their preparation for IGCSE and IB programmes.

Section E

The increase in students coming into the school needing more English language support has initiated additional assessment at the time of admissions to ensure there is support available to meet the needs of the student. A SECNCO for the primary school and one for the secondary school have been added as well as additional training for EAL and learning support staff. Professional development on using language and learning support techniques are provided for class teachers by the support department.

SECTION 2b –ACCOMPLISHMENTS & CHALLENGES

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

SCHOOL COMMENTS	VISITORS' COMMENTS
<p style="text-align: center;">School Guiding Statements (A)</p> <p>Accomplishments:</p> <p>BGE undertook its first comprehensive review of our P&O's in 2011 for implementation in 2012. This document was then used as our guiding statement throughout the school.</p> <p>When the next review was undertaken in 2014 the general view was that, despite a conscious undertaking to use this document as our core guide, the content was too detailed to be absorbed / remembered. The working group used this feedback to design a new document that enabled stakeholders to understand and interpret our philosophy and school objectives. As such we used the "Braeburn Circles" (Braeburn Group core values) as the basis for the P&O's and then expand each core value with 3 additional descriptors, in a single word format.</p> <p>The draft P&O's were then sent to BGE stakeholders and final amendments made from feedback.</p> <p>Having a stripped down P&O's statement has now given the school a user friendly document that everyone can easily remember and refer to in their various roles. The school management has also agreed and given direction in various aspects of the P&O's interpretation to teaching staff so we have elaborated the words to some extent and given reference to other school documentation for guidance, eg refer to admissions, SEN & EAL policy for further guidance on "inclusive".</p>	<p>The review and revision of the philosophy and objectives of BGES by the whole school community resulted in nine concepts represented by one word for each concept. These were then arranged with the three interlocking principles of the Braeburn Group and arranged in a wheel design for easy reference. This graphic is placed prominently around the school and is in handbooks and other publications. It remains to be included in the school website which is currently under revision' The graphic has made the Guiding Statements of the school more assessable to all years and ages within the school as well as members of the greater community. The concepts are used in planning and integrated into the teaching and learning across the years.</p> <p>The Braeburn Garden Estate philosophy further expands each of the component of the three circles model as follows :</p> <p>Responsible Citizens: Respectful, Caring Principled</p> <p>Confident Individuals: Leaders, Active, International.</p> <p>Learners enjoying success: Creative, Inclusive, Achieving.</p> <p>Parent response to the representations was very positive.</p> <p>In Primary, core values are clearly displayed both in terms of a visual model on display boards and also the nine individual components on show in the main hall. Core values in Secondary are also addressed through the use of 15 minute form time at the start of the day when particular themes may form a focus.</p>

<p>The management has also commenced last year, and continuing this, giving direction and interpretation to the meaning of being “International” via a series of INSET with further direction on incorporating into Teaching and Learning.</p> <p>A2a Accomplishment: Inset presentations to all Staff to formalise definitions & understanding of Internationalism & Interculturalism and the subsequent implications to the school and the learning environment.</p> <p>A2b Challenge: Senior & Middle Managers and teaching staff undergo collaborative planning to further define and increase our understanding of Internationalism & Interculturalism.</p> <p>A3d Challenge: We are currently developing a framework and school policy for our Mother Tongue Language clubs, of which we have 3 running and would wish to develop further.</p>	<p>Defining and understanding internationalism and interculturalism is an ongoing process on all levels. Integrating the resulting definitions and understanding of these two concepts into the curriculum is an important next step.</p> <p>Professional development sessions are planned to facilitate the process.</p> <p>Dutch and German mother tongue clubs are now offered and Spanish will be offered at the Primary level Additional clubs are invited if there is sufficient students to make them viable and if there is a well prepared teacher to lead the club. It is recognised that the programme should have a formal policy to guide the development of these clubs. Secondary students may have mother tongue lessons with a private teacher or self-taught to complete the exams at the end of IGCSE and IBDP.</p>
<p style="text-align: center;">Teaching & Learning (B):</p> <p>B1b Accomplishment: A comprehensive set of teaching and learning policies have been written and reviewed.</p> <p>B5c Accomplishment: In the school we have successfully implemented weekly collaborative planning sessions focused on different aspects of teaching and learning in order to improve pedagogy. In addition, we have initiated an</p>	<p>At this time there does not appear to be an overarching teaching and learning policy although some departments have developed one.</p> <p>Making sure these are in place could ensure greater consistency in terms of pedagogical expectations across the two sections of the school. There is no Teaching and Learning policy for the school and this is not identified as a policy requirement in the Braeburn Group policy document.</p>

appraisal system that focuses more on sharing best practice and helping teachers improve. Also, teachers are consistently encouraged to put forth ideas for inset sessions and are regularly involved in running them.

B6

Accomplishment: Looking at data pupils have been closer to achieving their target grades over the past few years. This is evidence of better quality instruction and subject knowledge of teachers, leading to teachers preparing more interactive lessons.

B10

Accomplishment: We have incorporated a reporting system where students and parents receive half-termly grades/levels. This data is also used by the pastoral team to target and support underachieving students. The data is also used by subject teachers to inform their teaching through a process of analysis and reflection.

B4

Challenge: As an IB school we have incorporated a Creativity Action Service (CAS) programme into years 12 and 13. In this programme students are encouraged to take part in all aspects, including community involvement (service). The challenge we have been facing is bring the “service” aspect into the lower year groups. With the opening of the key stage 3 block we will be aligning the two programmes more, enabling more participation from the other year groups.

B5e

Challenge: Despite good professional development in house (i.e. Peer to Peer), larger whole school areas of need are not identified through school goals or department appraisals. For example, the need for specific training in key areas such as EAL, are not met by expertise in the Primary school.

B6d

Challenge: Despite employing two EAL teachers who provide in and out of class support and linking new pupils who do not speak English with an

Collaborative planning periods have been added to the schedule to accommodate work on the vertical and horizontal alignment of the curriculum. This continues to be a work in progress and continuing these scheduled planning times is essential to the development of the curriculum.

Students appeared to be aware of the reason for setting target grades and using them as reference for the success. As noted by the school, they also help to assess the success of the programmes from the school’s teaching and learning activities.

The introduction of the SIS programme has enabled the students and parents to have more immediate access to results of assessment data.

This assists teachers as they analyse data for curriculum review and revision.

The Primary School students have an active environmental action programme for recycling and several charitable causes they collect funds for. A Community Action club has been established and the Primary Prefects are active in community service leadership. It remains to be a focus for more development at this level

The IBDP Creativity Action Service programme is an integral part of the DP programme at this time.

Professional Development is mainly in-house and online. More opportunities for contact with schools outside of the Braeburn group and farther abroad would provide broader experiences of how pedagogy is developing in other places.

Also refer to Section D responses.

The addition of a coordinator for the learning needs and English Language needs department as well as additional teachers has increased the

<p>outside English tutor, EAL pupils still face a challenge.</p>	<p>provision for learning support. As the enrolment grows, this is an area to keep under observation to ensure all students' needs can be met. Also refer to Section E comments.</p> <p>There is a clear framework followed for an annual group self-evaluation framework which does include self-review of some elements of Teaching and Learning.</p> <p>The summative documentation that supports the appraisal system is thorough but currently not all the information reaches the staff files so it is difficult to gauge the overall impact or to highlight the key strengths of individuals or identify areas for development which could then feed into the whole school professional development needs.</p> <p>The departmental and individual self-evaluations provide detailed analysis of students' summative data and there is good evidence of detailed scrutiny and analysis of the achievements of individuals against the targets set. Whilst there is some evidence of individuals and departments reflecting on their pedagogy, the links between the data outcomes and the impact on teaching and learning is less tangible.</p> <p>Once the outcomes from the appraisal process are more thoroughly mapped, it should be easier to identify areas of whole school professional development and build whole school training needs around these. The outcomes from the self-review process could also contribute to this process</p>
<p>Faculty & Support Staff (D):</p> <p>D1e Challenge: Teachers have a structured procedure for reviewing their competencies via appraisals and training (collaborative planning) Admin staff currently <i>do not</i> have these training opportunities, although discussions have been had regarding arrangement of interschool INSETS within the group. A formal structure is not in place although there are 'informally arranged' workshops occurring periodically.</p> <p>D2c Challenge: Although in-house and on-line training is used, the access to more 'productive'</p>	<p>There is a clear performance appraisal policy in place across the school but the specific procedures and timings differ between Primary and Secondary. There is good evidence that lesson observations take place across the school, but there are different lesson observation formats used for Primary and Secondary. The actual appraisal documentation, when completed, is thorough and informative and shows clear targets linked to the classroom observations and development needs in terms of classroom practice.</p> <p>However, based on a sample of staff files, it would seem that for many teachers there is only a formal</p>

face to face opportunities is less available due to geography and finances. It is anticipated that this will always be an area of challenge.

D2d

Accomplishment: The dynamics of the school are such that respectful and productive interactions exist between staff and students, a strong pastoral foundation is evident. The appointment of a full time counsellor has provided an additional layer of pastoral support for members of the school.

D3b

Challenge: The remuneration of various posts is determined outside of the school by the Braeburn group fees & salary committee (FSRB). Discrepancies in remuneration are resultant of various factors e.g. the need to attract overseas professionals (UK experienced teachers) with an overseas allowance.

D5a

Challenge; Structures and systems are in place in primary and secondary however a greater level of alignment and a whole school policy regarding; new teacher observations, lesson walks, calendaring of appraisals etc. needs to be established and implemented.

D5b, c, d

Accomplishment: A detailed and well-structured appraisal form is used that lists clear criteria related to the staffs' role. These are given prior to appraisals and filled in collaboratively with line managers and appraisees with targets mutually established.

record of lesson observations and very few summative appraisal records.

Administrative staff have a clear appraisal framework which is completed by the line manager and includes agreed targets set through the appraisal review.

There is also a self-evaluation process for departments, key stage areas and individual teachers which feeds into the overall SEF and provides some very useful information in terms of reflecting on practice in areas such as teaching and learning and assessment, for example.

There is collaboration within the group and through KAIS (Kenyan Association of Independent Schools) with regard to PD provision. For example KS1 and KS2 teachers have had training with regard to the revised National Curriculum, which involved external trainers from the UK.

The support for locally-trained teachers would appear to be a strength of the school and there is excellent use of local staff to meet staffing needs in what can be a challenging environment to which to sometimes attract overseas-hired staff.

Good relationships exist between staff and students and there is a strong sense of mutual respect across the staff and student body. The full-time Counsellor is the first line of support for safeguarding and some external specialist support is available. The Counsellor also deals with social and emotional aspects of learning. The Child Protection Officer has close links with the Counsellor and there has been child protection training for all staff on the site.

The current pay scale for the school's overseas staff would seem to provide appropriate incentives, and the package on offer is competitive both within the context of other local International schools and within an international framework. The pay scales for local staff are highly competitive and provide a strong means of recruiting the very best local teachers and retaining them long term. The introduction of a Braeburn teacher training module at one of the local universities is an excellent example of good

	<p>practice in that it helps to identify the very best teachers and gives the school the opportunity to identify and recruit such candidates. Future plans to gain BSO accreditation and set up an in-house system for training UK newly-qualified teachers would also give an excellent means of recruiting newly-trained teachers direct from UK universities. Such a system could also be dovetailed with an in-house training programme for local Kenyan teachers linked to the UK Teacher Standards.</p> <p>This is an area where some work still remains to be done. While systems exist for lesson observations and appraisals, there is no consistency across the Primary and Secondary sections of the school. For example, separate lesson observation formats are used and it would appear that only a small number of staff have the formal appraisal documentation on their files. The full appraisal document also runs to seven pages and this could be streamlined so that it is more user-friendly. Once formal systems are in place it will be much easier to identify good practice and areas for improvement across the school and to link these to the future PD needs. Such information will also be helpful as this would feed into the annual self-review required by the group.</p> <p>See comments above.</p>
<p style="text-align: center;">Access to Teaching & Learning (E):</p> <p>E2d Challenge: Community resources are used but these are limited and ultimately utilised at the parents' discretion.</p> <p>E3 Challenge: Although this is still an area that requires some development, there has been progress made in establishing a more structured approach to EAL provision. Some staff, currently, still require training to ensure that student needs can be assessed and met effectively. Communication between the EAL dept. and the classroom teachers needs to develop to allow staff to be supported with expertise and resources and ensure that the classroom teachers are</p>	<p>There is a network for international school Counsellors (CPAN) in Nairobi and also a Child Protection network. Professional support to assist in identifying learning needs is currently available in Nairobi but this may change at any time.</p> <p>With the addition of the Personalised Learning Coordinator and two additional support teachers, provision for students needing learning and English language support are better provided for at all levels. Support has moved to more in-class support and more training for the classroom teachers in skills and techniques to help students within the classroom. Students with more specialised learning needs with have special</p>

<p>confident in applying strategies to improve access to the curricula by EAL students.</p> <p>E4a Accomplishment: Solid pastoral structure provides support to the student body regarding subject and life choices. University admissions officer is integral in providing counsel at numerous levels within secondary to students regarding subject choices relating to their long term goals and academic ability. Full time counsellor and form tutors work with Key stage coordinators.</p> <p>E4c Challenge: The number of new students that enter the school makes it difficult to have firm structure that provides for all age groups. A 'buddy' system is used in the secondary section, in primary there is a New Families induction day prior to the beginning of each term, that children also attend.</p> <p>E4e Challenge: Academic counselling is solid with University Admissions officer being integral to students' choices and applications in secondary. Social wellbeing is a challenge due to the difficulty in measuring the effectiveness of counselling and the cultural and legal obstacles that are faced in some cases. Formation of a CPAN group within KAIIS has been positive in forming a good level of support/sharing of ideas between school counsellors and DCPOs that can be utilised within the school.</p> <p>E5 Accomplishment: School has a healthy eating ethos that discourages, fast food and such. The school has a food improvement group that stakeholders can sit on and suggest alterations to the school canteen regarding provision of healthy food. Regular games sessions and after school activities promote an understanding of the benefits of healthy lifestyle choices. The school has two dedicated healthcare professionals on site, who assist in providing first aid training relevant to the school environment, for</p>	<p>classes.</p> <p>PSHE is offered at all levels in the school.</p> <p>There is a dedicated careers and university/college guidance counsellor who is at BGES and also works with the other Braeburn schools. A social and emotional Counsellor has been added, and is with the Primary section and the secondary section two days a week respectively.</p> <p>The menus in the dining halls are reviewed by a committee drawn from members of the school community and focus on a balanced and healthy diet.</p> <p>The boarding students have planned activities which involve them in active sports after school; the school kitchen provides all meals.</p> <p>There is a healthcare staff member on duty 24 hours a day, who is available for the boarding</p>
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<p>staff. Good relationships with the local hospital and health organisations ensure that up to date information concerning health issues in the region are received and advice disseminated swiftly.</p>	<p>students.</p>
<p style="text-align: center;">School Culture & Partnerships for Learning (F)</p> <p>F1a Accomplishment: All workers on the school site are aware of this responsibility. This is addressed by InSeT for different groups of adults, from teachers, through to assistants, to kitchen staff, cleaners, drivers, groundsmen and all admin staff. Further to this, duty rotas are organised to supervise students in their downtime, ensuring the safety of the students throughout the whole school day. PSHE programmes also address issues like bullying, substance abuse etc.</p> <p>F1b Accomplishment: The school counsellor address the emotional and social well-being of the students. Annually, the school has a well-being week, a forum where students and staff can discuss their physical well-being.</p> <p>F1e Accomplishment: Each week, students (KS 1 & 2) are selected and praised in front of part of the school and presented with a certificate. A copy of this certificate is displayed on a notice board for a week. Students who have attained a certain number of house points also have their names displayed on an achievement board in the central area. Older students (KS3) celebrate their house point achievements with an outing.</p> <p>F2a Accomplishment: The school has developed a range of communication systems that increase the flow of information between all stakeholders over the last three years.</p> <p>F2e Challenge: Not all families have both parents working and there are a few parents who have exceptional skills in varied fields of knowledge</p>	<p>There has been Child Protection training for all staff on the site and more detailed safeguarding training has been given to all teaching staff. Everyone has to sign a policy for staying safe on - line and, within the IT department, on-line safety is addressed with students, including the risks of social media. Overseas staff from the UK have to produce CRB checks and local staff all have to produce a police clearance certificate.</p> <p>Some parents expressed concerns regarding bullying but this was not an issue that students identified through the Secondary Student Council. The school has a clear anti-bullying policy and there are clear procedures in place to deal with substance abuse.</p> <p>See comments in section D.</p> <p>Secondary achievement certificates are presented in assemblies and then published in the weekly newsletter. Primary teachers identify a 'pupil of the week' in each class and also have house certificates presented at assemblies. Moving forward, some thought could be given as to how to align the new philosophy and objectives with the achievement systems.</p> <p>There are weekly newsletters, email addresses for all staff and students, a regular parent forum, student council, and a weekly text message that goes to parents. There is also a parental committee for organising events and coffee mornings at the club house.</p> <p>Parents are already playing an important role in terms of their informal input into the life of the school but having a skills map for the parents</p>

and experience, but many times the school is not aware of that tremendous bank of hidden talents. Those talents could be used to really improve the quality of life and perhaps learning at school. Therefore, it is suggested that a database of parents' personal skills be created. (The school liaises effectively with the governing bodies and the security agencies to foster a safer and more secure environment.)

F3b

Achievement: The Secondary School section operates with a Head Boy, Head Girl, prefects, house captains and a School Council; the Primary School section operates with student Ambassadors and prefects from KS3 and Year Group Representatives for the School Council from KS2 & 3. The upper Key Stages have organised CAS time; the lower Key Stages have clubs and charity activities throughout the year. All of these are in line with the school's P&O document.

F4f

Accomplishment: A wide range of after-school clubs and activities are available to all boarders, up until 16:45. Other activities are available after Prep Time and before lights out, both in the Boarding houses and in the Sports' Hall and weekly use of the swimming pool.

In discussions with the boarders, in general they are happy with the present arrangements enjoying the balance between structured occupation, free time and Prep.

would be a very good idea and enable more parents to be used as a targeted resource to support areas such as careers and university guidance.

The Student Council is well established and provides a useful forum for raising issues in relation to potential school improvements. The Head Boy, Head Girl, House Captains, and prefects have clearly assigned roles, mainly in relation to pupil supervision and there are increasing opportunities for them to develop leadership skills through for example the CAS programme and post-16 students working with primary age students.

The boarders are encouraged to take part in the well-developed extra-curricular programme and this seems to be working well.

Operational Systems (G):	
<p>G2a Accomplishment: The new KS3 block will be opening in September 2016 and the theatre complex contained within this development will be a welcome and substantial addition to the school.</p> <p>G2d Challenge: BGE operates an inclusion admission policy however we are limited with respect to handicapped students as much of the site and its buildings would not be considered DDA compliant. Students and staff with physical handicaps are considered on individual basis depending on the nature of the disability. This stance is not likely to be altered in the foreseeable future.</p> <p>G2e Accomplishment: The level of information and communication technology provision in the school has increased significantly over the last five years. The school is now largely run using industry standard software and communications systems and the level of ICT provision relating to teaching and learning has been developed. Further, recent upgrades have been implemented that have increased our ICT capabilities further.</p> <p>G2e Challenge: The Internet provision to the school, and in Kenya generally, remains somewhat unreliable and this can cause disruptions in the operation of the school.</p> <p>G3f/G4b Challenge: The school has experienced an increase in the potential for a range of security issues to occur in the last five years. This has resulted in a range of security measures being implemented and which are constantly being improved/reviewed. The emergency response drills are in place and are regularly rehearsed and reviewed in conjunction with our security partners and advisors. The ongoing security threat faced at a national level is of concern to the management of the school but the measures implemented over the last five years are considered appropriate and</p>	<p>The new KS3 block opening in September 2016 will be an excellent addition to the school facilities and provide a purpose built environment for students in Years 7, 8 and 9. It will be more or less self-contained, but there will be a need to timetable subjects such as art and PE elsewhere in the school. Movement of students and staff will create some logistical challenges on such a large site and the construction of the access bridge across the lake will need to be carefully thought through so that pupils and staff remain safe when crossing.</p> <p>On such a large site with steep stairs in some areas, students or staff with temporary mobility issues are given assistance, e.g. buddying students to assist the person concerned or temporary wheelchair access. There are wheelchairs available on site. The fact that the school is not considering wider access for handicapped students is probably a sensible decision, particularly given the size of the site and the difficult stair access routes in some areas.</p> <p>The school is currently considering the introduction of 'cyber roam' to be able to monitor traffic on the system more effectively and control access to certain areas at certain times. Access to sites such as social media is monitored and discouraged. If issues do arise they are dealt with on an individual basis. All devices used on the system have to be registered before they can be used.</p> <p>For IB there is a dedicated VLE called Managebac so resources can be shared with students on line. All students have their own email addresses.</p> <p>The school could consider the introduction of a remote operation plan in light of any temporary disruption to learning which might take place.</p> <p>A PA system for lockdown was introduced on the advice of the American Embassy but the linkage between the different sites is creating an issue. Whilst the independent systems are working the operation of a centrally controlled system is</p>

rigorous for our type of institution.

G3g

Accomplishment: The school prides itself and is lucky enough to have a wonderful campus. The practices used in the management of the site are always considered from an environmentally friendly point of view and the school has implemented such things as full waste recycling in line with the school philosophy. Further initiatives such as the natural treatment of the school's sewage systems will be commencing this academic year.

G4a

Accomplishment: The school is very proud of the general standard of catering we provide to our community. The whole site team called the FIG's (Food Improvement Group), containing members from each group of stakeholders, have worked effectively with our catering manager over the last two years to raise the quality and range of food to a pleasingly satisfactory level and reduce wastage.

G4c

Challenge: The general health and safety culture within the larger community/national setting continues to pose ongoing challenges to the school community. This can be seen more specifically in the area of transporting students to and from school, which arguably is the time of day where we face most risk. In-place education and safety measures mitigate these issues as practicably as possible.

G4e

Accomplishment: The school trips policy has been recently changed to allow for better communication of the policy to parents and to generally improve the welfare, security and safety of students and accompanying adults whilst out of the school compound.

G4g

Challenge: It has become evident recently that the school needed to invest in further health and safety training for a variety of support staff. This training has been identified and planned for this

currently not possible. Currently for lockdown, the Primary for example have to be telephoned and told to activate their alarm system. The plan is to replace the whole system and options for a replacement are currently being investigated.

There seems to be conflicting advice as to what the best lockdown procedure would be as one security advisor is encouraging the use of different emergency exit points to enable people to leave the site but alternative advice would suggest that having pupils and staff locked in rooms remains the best option. Careful thought needs to be given as to what the best option would be for this site and other experts need to be consulted before a final decision is made. Thought has been given to having doors with internal bolts so that rooms can be secured without the need to have a key.

Students, through the engagement club, have been involved in developing the recycling system. All waste is sorted when it leaves the site and waste food is sent to a local farm. A sewage system is coming on line in September, which will ensure all waste water is sent through a natural purification process. The focus on environmental issues is a clear strength of the school and the site offers huge potential for learning opportunities across a wide range of subject across both Primary and Secondary.

The food improvement group has been very successful in terms of ensuring healthy options are available within the Primary and Secondary canteens each day. Sometimes fried food options are available but these are strictly controlled. A weekly menu is published through the newsletter.

There is an overall Health and Safety Policy for the school but this probably needs updating as there is currently no specific mention of specific whole school issues such as site access, traffic management and lockdown procedures. Perhaps a number of the specific procedures for each section could be included within the overall whole school framework to ensure greater consistency.

Since the northern bypass has been opened, the traffic has reduced. At pick up and drop off times,

year.

G4h

Challenge: Contained within this year's goals for the schools is a reference to an aspect of the school's objective, namely: **'Students Understanding Respect'**. This can be further elaborated to students respecting all levels of staff irrespective of their job or status in the school.

around 200 vehicles access and leave the site through a manually-controlled barrier, with locally employed security staff and police on duty. Each vehicle has to have a pass and without this individuals have to produce ID and gain permission to have access to the site. Visitors' badges are issued at the gate. The security gates are closed outside the normal pick up and drop off times. On such a large and potentially porous site, further enhancements to security would be problematic as normal strategies such as the use of a perimeter wall would not be practicable. Equally, exclusion of traffic on the site would lead to increased risk on external feeder roads and the drop off and collection of pupils may not be used safely.

All buses are equipped with seat belts and students are supervised by the drivers, bus monitors and staff on duty when the buses leave the site.

There is a detailed whole-school Trips Policy that includes essential areas such as guidance on risk assessment. Designated trip leaders have to through the steps identified in the Trips Policy and documentation, including risk assessments have to be completed and submitted to the relevant Head of School who also sanction approval for the trip or visit.

All support staff have had first aid and fire prevention training. Training still needs to take place in relation to emergency drills.

Students seem to have a high degree of respect both for one another and to teachers and support staff. There is a strong sense of community that exists across the campus, with excellent relationships are at the core. Respect is one of the key objectives in the philosophy and objectives.

The school wishes to place a very strong emphasis on ensuring that all people are treated equally regardless of role, social, ethnic or religious background and this is an admirable aim.

SECTION 2c –CORE PRINCIPLES

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence.

Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>Reflecting on the school's guiding statements comes at a coincidental time as BGE implement a fully revised guiding statement (we call these our Philosophy and Objectives, P&O's) from Aug 2015.</p> <p>It was clearly evident that the preceding document containing our P&O's was not universally understood as per the feedback received from the school community during the review process last year. Given the document was nearing a 1000 words long, this was also a factor in people's poor ability to retain and interpret our school objectives.</p> <p>Therefore as we commence this academic year afresh, with what we believe to be a far more user friendly document, we are hoping for improved awareness and clear interpretations which will then drive the school and the community in the directions we aspire.</p> <p>The new document has been shared to the whole community in a wide variety of ways and is also visible throughout our key publications, handbooks and marketing material. Teachers have classroom packs and links have been made in all school activities.</p> <p>The implementation factor of this document being the core document in the life of the school is also contained within our P&O action plan developed throughout last year. This document contains a significant amount of evidence of implementation and</p>	<p>The Guiding Statements of the Braeburn Group and BGES are shared with the school community through public display, in promotional materials, handbooks and agendas. The key concepts are presented in meetings with parents and in curriculum planning.</p> <p>The revised philosophy and objectives are well thought out and link to the Braeburn group circles. This information has been shared with stakeholders and is starting to impact on the day to day life of the school, e.g. through assemblies, form time, etc. Further development might include ensuring a clear whole school philosophy that is available through the website that is currently under review by the group. Thought needs to be given as to how future impact of the core values can be measured and how this can be reported back to the group through the SEF.</p> <p>Having a robust appraisal system that clearly identifies priorities for individuals at all levels would help to ensure that the core values really do impact on the day to day life of the school.</p>

<p>the periods at which we will reflect as to its effectiveness and levels of understanding.</p> <p>Area(s) for Future Attention:</p> <p>For senior and middle managers to actively monitor the action plan to ensure its delivery in all areas and to action the feedback mechanisms detailed within. Adaptations to the action plan can be made during the academic cycle and thereafter until the next review in 3 years.</p>	<p>Regular review is planned, which will keep the Guiding statements fresh and relevant to the teaching and learning and the other activities in the school community.</p>
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>The curriculum clearly states the skills and knowledge that needs to be taught and in some cases stated the expected outcomes. Teachers make this available to students through identifying learning objectives and success criteria, however, not every SOW currently states this as a learning outcome.</p> <p>Assessment of pupil's learning feeds into data analysis that helps teachers identify strengths and weaknesses in their teaching. Use of work scrutiny, teacher appraisals and interviews with students feed into subject self-evaluation forms. These then are reviewed annually by the SMT to create the following year's school development plan.</p> <p>The weekly collaborative planning sessions run across both schools are developed based on the needs identified through teacher appraisals and the data collected on students.</p> <p>In the Primary school, a six point system is used to track pupil attainment on key objectives in core subjects every week. For other foundation subjects, the same tracking system is used at the end of every unit. Teacher assessment is also used along with summative assessments each term. Gaps in pupil expected progress is analysed each term and subsequent intervention strategies are put in place for some pupils.</p> <p>In the Secondary school, grade descriptors are used to inform both summative and formative</p>	<p>There is no overall teaching and learning policy for the school. A group framework exists which identifies key policies that should be in place but Teaching and Learning is not one of them. There is a real need to ensure that Teaching and Learning and AFL should sit at the heart of future development priorities.</p> <p>There is a lot of emphasis on summative assessment but linkages between this and AFL while existing in some areas need to be developed across the school.</p> <p>Curriculum planning has been directed at vertical and horizontal articulation. Documentation was observed in all sections but consistency in the presentation of the fields to be addressed was not consistent. This is more important in international schools where often the documentation is the only way to ensure the vertical and horizontal skills and techniques as well as the academic knowledge will be continuous. Assessment data is used to analyse student progress and also to review the curriculum on a regular basis.</p> <p>These planning sessions were established to carry out curriculum articulation and it is important that they continue.</p> <p>A new three E system is replacing the six point system in the Primary School.</p> <p>The development of assessment and the use of the results are strong elements of the evaluation of the curricular programmes at BGES. Summative assessment is well</p>

<p>assessments. Summative assessments take place each half term and formative assessments are collected throughout a half term. These grades are recorded and each half term are reported to students and parents. Key stage coordinators are given a summary of all grades for each pupil, each half term. These are analysed to identify subject areas where pupils are not meeting expected targets. Key stage coordinators then meet with form tutors to discuss any issues that may be occurring with individual students and plans are put in place to help those students underachieving.</p> <p>Area(s) for Future Attention:</p> <p>To adapt SOW to explicitly state student learning outcomes for each topic of study.</p> <p>To create more opportunities for teachers to share pupil assessed pieces of work and moderate them for consistency within year groups/ subjects.</p> <p>To continue to further maximise achievement of students, related to targets set.</p> <p>To continue to maximise staff retention rates.</p> <p>To continue to develop staff training and mentoring programmes.</p> <p>To strategically build the creative arts programmes and culture within the whole school.</p> <p>To further Incorporate clearer links between the subject material and international and intercultural competencies.</p>	<p>covered, and the students exhibit good results in their exam programmes.</p> <p>Formative assessment is stronger in the Primary Section than in the Secondary Section of the school.</p> <p>The attention given by the key stage coordinators and the form tutors follow the students closely to give added support where needed.</p> <p>A six point system based on UK suggestions for post level assessment has been introduced through the group, and is now being implemented within the Primary section (emerging, expected and extended). From Year 6, students follow the national curriculum levels and at IGCSE and IB the appropriate grading system. As yet there is no evidence of planning for the revised point scale at IGCSE level.</p> <p>While there is good evidence of summative assessment taking place, the links between this and formative are still developing. Some examples of AFL were observed such as peer assessment but little evidence of AFL in terms of assessing learning outcomes on lessons through plenaries for example. Marking policy could be further developed to encourage more AFL practices such as comments that relate to progress in relation to level ladders or objectives and pupil self - assessment. Some evidence of good practice for example two stars and a wish being used in a secondary English lesson.</p> <p>See comments in relation to D.</p> <p>As mentioned above, it is important that documentation of the curriculum and teaching plans show consistency in what should be recorded. In addition to student outcomes, the types of assessment to be used and materials and resources should be noted.</p> <p>It was noted that students seem aware of the targets they set but it was not obvious that there was any more follow-up by the student to see that they were met or what could be done to improve their performance.</p>
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	<p>With the addition of a theatre in the new Key Stage 3 building, the facilities will allow for more opportunities for the performing arts. The parents were keen for more opportunities for the students to see music, drama and dance offered at the school.</p>
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>This concept is one of our objectives contained within the school's P&O. AS such there is a discreet section relating to this within the school's P&O action plan. However, the school's intention to focus on this concept commenced last year with a series of insets to parents, and latterly staff, specifically on the interpretation and meaning/understanding of these concepts.</p> <p>For reference, although the definitions do vary, we have adopted as a school 2 agreed definitions which have been shared to the community:</p> <p>An Internationally minded person:</p> <p><i>"A Human being whose identity and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of the world global community."</i></p> <p>An International Education:</p> <p><i>"This can be described as one with no cultural bias, set in a multi-cultural environment, promotes global interests founded on universal moral values, acceptable to everyone."</i></p> <p>Area(s) for Future Attention:</p> <p>The action plan contains what we will accomplish this academic year. Future actions beyond this will be agreed in term 2. There is a current feeling among SMT's that the recent inset to teaching staff should be communicated to our parental body and this will be added to our action plan.</p>	<p>Internationalism and interculturalism are recognised in the Guiding Statements in essence; more could be done to make the statements more explicit. Definitions of these concepts have been proposed and are being examined by the leadership team and eventually the community.</p> <p>Parental insets to better understand what internationalism and interculturalism means to Braeburn Garden Estate specifically will benefit all.</p> <p>Living the definitions for an internationally minded person and an international education will help create a culture of mutual respect and have an impact on day to day life in the school.</p>

Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?

The recruitment and retention of overseas staff has been affected significantly over the last 12 months and we continue to develop short term strategies to address this national trend.

We have invested significantly increased amounts to our PD programmes over the last 3 years and this has resulted in a number of positives outcomes. We continue to seek further increases in this budget and invest in our staff and their career development.

This also is aligned to the mentoring programmes for our local teaching staff who have benefited from the school best practitioners sharing their experiences and knowledge in these programmes. We continue to develop these and invest in our Kenyan teachers.

Prevailing issues in Kenya have had an impact on the recruitment and retention of overseas staff. It is recognised that the school has made efforts to encourage teaching staff to remain as well as bring in new teachers. Professional development is one aspect of this. Continuing to invest in the Kenyan teachers will provide a stable base as long as the salary and benefits package is competitive on the local market.

SECTION 3 – THE FUTURE

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

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>Opportunities and Challenges</p> <p>Opportunities</p> <ul style="list-style-type: none"> ● The environs and resources of the school to accommodate additional student numbers. ● The locality of the school set within a nationally and continentally developing & vibrant economy. ● An increased amount of suitably qualified and experienced local teaching staff, this being viewed in conjunction with the Braeburn Group policy & courses for teacher training. ● Further utilise our International student and staff body to further develop and enhance the concepts of Internationalism & Interculturalism. ● To increase the subject offerings in Key Stage 5 to include a wider range of creative courses. <p>Challenges</p> <ul style="list-style-type: none"> ● The ongoing national/regional security issues. ● This is interlinked with challenges to recruit expatriate teaching staff. ● Retaining effective and additionally trained IB teachers. ● Increasing the school INSET budget further to allow for more teacher training and development. (This to be viewed in conjunction with previous bullet point). ● To further understand the potentially significant impact of student centred ICT systems over the next 5 - 10 years. ● At the time of completing this report an apparent negative trend of retaining students to KS5 courses. ● Additional International Schools in the local market may affect our projected growth and development. 	<p>The Braeburn Group has initiated teacher training courses in connection with a local college and encourages their Kenyan teachers to continue for advanced degrees. This will enable to school to have well-qualified staff and have more opportunity for offering more subject offerings in Key Stage 5.</p> <p>Braeburn Garden Estates has a unique place in the international schools market in the Nairobi area. Finding ways to market this and to retain their students through the completion of Key Stage 5 are two continuing challenges on which to focus.</p>

PART III

SCHOOL DATA

School Name:	Braeburn Garden Estate School
Address:	P.O. Box 16944, 00620 Mobil Plaza Nairobi, Kenya
Date of most recent Team Visit:	May 2013
Date of the 5-Year Report:	October 1st 2015

At the time of the last Team Visit	Total student enrolment was:	520
	Age range was:	2 - 18

At the time of this 5-Year Report	Total student enrolment is:	658
	Age range is:	2 - 18

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
John Herbert	Chair	Section A – Philosophy and Objective
Jaime Mackrory, Jackie La France, Tom Craven & Polly Anderson	Chairs	Section B – Teaching & Learning
Anne Bishop	Chair	Section C – Governance and Leadership
Tim Richards & Rob Jackson	Chairs	Section D – Faculty and Support Staff
Tim Richards & Rob Jackson	Chairs	Section E – Access to Teaching & Learning
Rachel Kagwa, Yvonne Atkins & Mercy Gichuhi	Chairs	Section F – School Culture & Partnerships for Learning
John Herbert	Chair	Section G – Operational Systems

SUPPORTING DOCUMENTS & SIGNATURES

<p>Please list supporting documents enclosed with this report (or provide hyperlinks):</p> <ol style="list-style-type: none"> 1. BGE P&O.jpeg 2. P&OACTIONPLAN2015.pdf 	
<p>Director/Head of School Name: John Herbert</p>	<p>Signature: JH</p>
<p>Director's/Head of School's E-Mail Address: Herbert@braeburn.ac.ke</p>	
<p>Board Chair Name: Rob Williams</p>	<p>Signature: RW</p>
<p>Board Chair's E-Mail Address: rob@braeburn.ac.ke</p>	
<p>Date: 1st October 2015</p>	

PART IV CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS
<p>In Part IV, the Visitors make their concluding remarks. They may include:</p> <ul style="list-style-type: none"> ● Comments on the school's commitment to improvement and capacity for change; ● Thanks to the school; ● Comments on: <ul style="list-style-type: none"> ○ The extent to which the school is mission driven and vision led; ○ The extent to which the school is learner-focused and cares about well-being; ○ The extent to which the school has embedded internationalism into the fabric of the school.
VISITORS' COMMENTS
<p>BGES has grown rapidly since the Team Visit five years ago, and serves the community well. It has recognised the areas that provide challenges for the future as well as celebrating the successes. It has developed its school guiding statements and projected them into the whole school community with success. The definition of an internationally minded person, "<i>A Human being whose identity and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of the world global community,</i>" and of an International Education, "<i>This can be</i></p>

described as one with no cultural bias, set in a multi-cultural environment, promotes global interests founded on universal moral values, acceptable to everyone," will be the focus of continuing development within the whole school community.

The students are the centre of all activities at the school and are involved in their own learning at all levels.

The Visitors met with groups of students from across the school, visited classes, and met with parents. The representation from the Board, the leadership team and teaching and support staff from across the school. The visit was well-planned and we spent time in all parts of the extensive campus. The time and energy devoted to the preparation for and the actual visit was well appreciated.

We wish Braeburn Garden Estate all of the best as it continues to be led by its Guiding Statements whilst providing a student-centred learning environment.

Kay Mongardi

**School Service and Evaluation
Officer, CIS**

David Greetham

**Principal
British School of Al Khobar
Saudi Arabia**

December 2015