



COUNCIL OF
INTERNATIONAL
SCHOOLS

THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

Journey to Excellence in
International Education

School Improvement through Accreditation

SCHOOL	Braeside School
COUNTRY	KENYA
VISIT DATES	8-10 February 2016
CIS VISITOR 1	Kay Mongardi
CIS VISITOR 2	Patricia Mertin

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

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CIS FIVE-YEAR REVIEW

PART I INTRODUCTION

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

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

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

THE REPORT

Completing the Template

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

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

Timeline

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

THE FIVE-YEAR VISIT

Dates for the Visit

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

Visiting Team

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

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its

release and usually within four weeks of the visit.

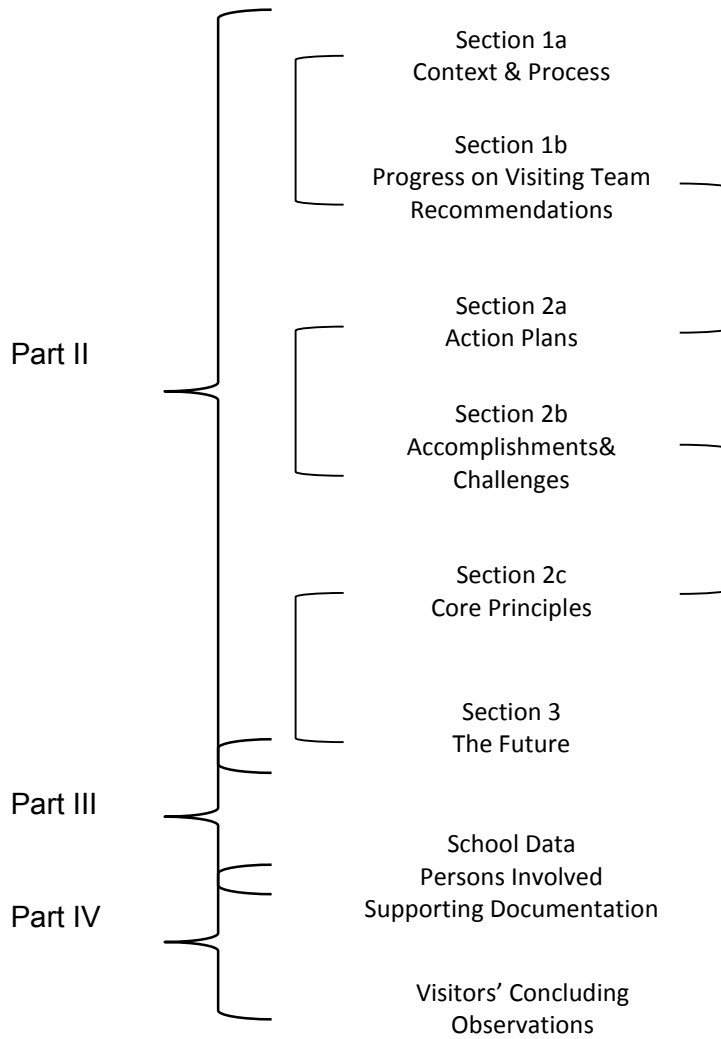
RESOURCES

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

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

REPORT STRUCTURE

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



PART II
FIVE-YEAR REVIEW TEMPLATE
(NB: Text boxes will expand to accommodate comments)

SECTION 1a – CONTEXT & PROCESS

- 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

Braeside school became a member of CIS in November 2008, following a membership visit by Kay Mongardi, *CIS Regional Accreditation Officer*.

Braeside then applied for accreditation and a preliminary visit by Kay Mongardi took place on February 2009 after which the school embarked on the Self Study, 7th Edition.

This was followed by a Team Visit on 5th-11th February 2011.

The Self-Study commendations from the visiting team are summarised below:

The school provides a wide curriculum that reflects its commitment to promoting international and intercultural experiences for its students through subjects such as Literacy, Foreign languages, Religious Education, PSHE, Humanities (e.g. Geography, History, Sociology, Travel and Tourism), Music and Art. There are also co-curricular programs which promote international and intercultural experiences for students e.g. The Model United Nations (MUN), Youth Leadership International (YLI), annual international trips, local school trips, cultural and entertainment days, clubs and games and work experience programs. Admission of students is from diverse cultural backgrounds.

- The school has a strong pastoral curriculum that complements the academic curriculum.
- Several board members are former head teachers who have an intimate understanding of how a school functions and offer informed advice to the Head Teachers at Braeside.
- Braeside School is situated in a magnificent enclave far away from distraction of traffic and other urban disturbances. The architectural design; the layout of the school and the manicured lawns and flower gardens provide a relaxing, stress-free environment for staff and students.
- Braeside organises informative courses for teachers to enhance contemporary pedagogical practices. These include departmental In- service Trainings (INSETS), INSETS among British Curriculum Schools in Kenya, those facilitated by Cambridge International Examinations (CIE) trainers or other foreign based institutions (London Gifted & Talented) and distance training packs conducted by Cambridge International Examination.
- A strong transport system which stretches out to all the suburbs of Nairobi, with full time bus assistants to ensure safe handing over to a responsible adult at the drop off point.

The Self-Study also identified the following suggested areas for strengthening:

- Regular review of admission policy.

VISITORS' COMMENTS

Braeside School has a very established staff with many members of the original committees for the Self-Study still involved in the accreditation process.

Therefore, the present committees were able to use their knowledge and experience to base their reports on the progress that has been made during the last five years.

The history of the accreditation process cited by the school is accurate and detailed in describing the journey. The Special Issues following the Team Visit were addressed head-on and resulted in a greater understanding of what the purpose of the Self-Study was as well as brining those improvements to the front of the timeline.

The First Report on Progress and Planning followed by addressing the majority of the remaining areas. This left 26 improvements to be addressed with a number of them requiring continuing action on a plan that is in place. These action plans are addressed in this Five Year report and are commented on by the visiting team.

The Core Principles and the Future were responded to well, by referring to where Braeside Schools are today and where they would like to be in response to their community's expectations and needs.

- Set a definite schedule for the review of the Philosophy and Objectives.
- Have regular and coordinated collection and analysis of data.
- Assessment For Learning should be clearly indicated in the written curriculum materials to be used in measuring student progress. The same should be used in giving feedback on student progress.
- Technology resources need to be enriched further to enhance interactive teaching and learning.
- The demarcation of the functions of the board relative to that of the Head Teachers is well understood, but needs to be written down.
- The board needs an appraisal system for its own performance (once its duties are agreed in writing).
- Staff basic remuneration needs to be reviewed.
- Staff members should undergo regular training on medical emergency interventions so as to be able to effectively deal with incidents in and out of class.
- Provision of more resources (physical and human) to cater for the increased needs of the school.
- Professional development linked to appraisal and a broadening of staff experience.
- Targeted improved resourcing of physical plant, classroom IT/AV facilities and library provision.

The team raised six issues which resulted in accreditation being delayed while a Special Report detailing how the issues were tackled was compiled.

Special Issue One:

The Management should allow time-tabled planning time for vertical curriculum articulation and to ensure consistency in the implementation of the curriculum.

Special Issue Two:

The leadership should put in place the major elements of resourcing and ongoing teacher training that will impact positively on differentiated teaching practices, teaching to the different learning styles of pupils, and the use of a variety of different teaching strategies by teachers. This could involve exploring ways to broaden teachers' exposure to a range of best teaching practices from elsewhere.

Special Issue Three:

The school should establish and implement an ESL policy which will provide support for those students with limited English proficiency.

Special Issue Four:

The Braeburn Group should invest substantially to significantly upgrade library services to support learning.

Special Issue Five:

The Braeburn Group and Management should install an emergency siren that can be readily heard in all parts of the campus.

Special Issue Six:

The Management should ensure that all staff are aware of documented emergency procedures and that they are fully implemented.

To address the six issues above, it took fifteen months of intensive work.

The Special Report was submitted on 1st June 2012. CIS having read the report and accompanying documents, accredited Braeside in August 2012. The CIS Accreditation plaque and Certificate was presented to the school by Kay Mongardi and Dr Graham Ranger-*Director of Accreditation Services* on 13th April 2013.

Braeside has continued to develop teaching and learning and this is reflected in the First Report of Progress and Planning FRPP which was submitted on 25th February 2013.

During this period, time was allocated for vertical and horizontal articulation meetings, departmental meetings, year group meetings, key stage transition meetings. Additional EAL teachers and Teaching Assistants were employed to strengthen student support . An audit of teaching learning resources was carried out and this informed budgetary allocations.

Braeside continues to improve by :

1. Implementing FRPP recommendations in the School Development Plan and monitoring the progress.
2. Continuous monitoring of pupil progress.
3. Monitoring and evaluating teaching and learning through an established appraisal cycle.
4. Annual curriculum reviews in line with changes in BNC.
5. Promoting Internationalism and Intercultural awareness through the guiding statements.
6. Conducting regular policies review.
7. Continuous professional development of staff
8. Reviewing budgetary allocations for resources provision
9. Upgrading and expanding physical infrastructure

Summary of Timelines on Accreditation and School Improvement History

Month/Year	Activity
November 2008	CIS Membership Awarded
February 2009	Preliminary Accreditation Visit
February 2011	CIS Team Visit, Self Study 7 th Edition
May 2011	Postponement of Award of Accreditation
December 2011	School Strategic Plan Developed
June 2012	Special Report Submitted
August 2012	Accreditation Awarded
February 2013	FRPP Submitted
August 2013	School Dev Plan, SEF, M & E Cycle
August 2014	SEF/ SDP Review

Description on how this report was created and those involved.

The success in producing this report is owed to members of the Braeside Community.

The Headteachers of Braeside School provided leadership and direction throughout the entire process of compiling this report.

Chairpersons of committees rallied the formation of the different committees and execution of the duties which included; collecting and

collating data from various aspects of the school, formulating and implementing action plans.

The Braeburn Group Secondary Education Manager played an overall advisory role in this process and represented the Board of Governors.

The former Head teacher of Braeside High School who is now the Braeburn Group Teacher Training Manager contributed to writing the historical background of the accreditation process.

All the names of individual persons is contained in Part III of this report.

The positive outcomes realised in the process of compiling this report far outweigh the challenges encountered.

However, these are some of the challenges that were faced;

Transition of Senior and other members of the teaching staff out of Braeside School who were initially involved in steering various committees.

Inducting a large number of new members of staff and families into Braeside School.

Time constraints

Harmonising the 7th and 8th Edition expectations.

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	
		FRPP	5 Yr.
A	Recommendation # 1	FRPP	5 Yr.
	The Management and Staff at Braeside continue to evaluate and extend the ways in which the Philosophy and Objectives statement drives and informs the activities and ethos of the School.	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	The Management and staff at Braeside establish a timeline and procedures for reviewing the content of the Philosophy and Objectives statement.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Management assesses the scope and level of support provided for EAL students within the student body.	IP	IP
	Recommendation # 4	FRPP	5 Yr.
	The Management continues to evaluate the provision for identified Gifted and Talented students within the school community.	IP	IP

NOTE ON SECTION B:

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

SCHOOL SECTION: Early Years and Primary			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The School reconsiders the organisation and provision of staff development to provide support and training for staff in utilising a variety of teaching approaches which facilitate pupil involvement and interaction as well as differentiation for ability and language proficiency.	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	The School adjusts the level of resources available to staff to achieve the above and to fulfil the expectations of the National Curriculum for England	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The School invests in the technology to support learning.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The School ensures the safety of the children at all times.	IP	C
	Recommendation 5	FRPP	5YR
The School ensures more effective use of assistant staff allocation and activity to support learning.	IP	C	

SCHOOL SECTION: Middle School and Upper School			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The School promptly develops and documents the Year 13 curriculum.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Management allows time-tabled planning time for vertical curriculum articulation and ensuring consistency in the implementation of the curriculum.	IP	C
	Recommendation # 3	FRPP	5 Yr.

	The School implements a formal curriculum review cycle with documented progress and amendments.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The School investigates ways of providing more effective professional development to impact learning.	IP	IP
	Recommendation 5	FRPP	5YR
	The School makes use of the other schools' expertise through a teacher exchange programme to inject new ideas into curriculum delivery.	IP	IP
	Recommendation 6	FRPP	5YR
	The School uses the full range of special considerations offered by CIE.	IP	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
	The Board produces a policy manual outlining the structure, functions and self-evaluation system of the Board.	C	C
	Recommendation # 2	FRPP	5 Yr.
	The Board organises orientation and training for new members.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Board defines and communicates the role of the Education Directors within the Braeburn Schools Limited.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The Board implements the appraisal system of Head Teachers that emphasises collective responsibility and includes goal setting and feedback.	IP	IP
	Recommendation 5	FRPP	5YR
	The Board critically reviews the resource budget of Braeside School to appropriately meet the needs of a developing school.	C	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
	The Management implements a thorough and comprehensive plan for professional development linked to staff appraisal and including a system of monitoring its implementation.	IP	C

	Recommendation # 2	FRPP	5 Yr.
	The Head Teachers and Staff explore ways to broaden their exposure to a range of best teaching practices from other countries. School	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Braeburn Group continues to monitor salary levels and ethical conditions of service so that they remain competitive and retain good staff.	IP	IP

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
	The Board and the Management support the professional development and exposure of the LSD to effective Special Educational Needs practices.	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	The Board and the Management to continue to review staffing levels in LS, G&T and the school counseling services in line with increasing student numbers.	IP	1P
	Recommendation # 3	FRPP	5 Yr.
	The Board and the Management to review the classroom space and resourcing of the LSD.	IP	IP
	Recommendation # 4	FRPP	5 Yr.
	The Board and the Management address the need for additional space for the sick bay with the large student numbers.	IP	C

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
	The Braeburn Group invests substantially to significantly upgrade the resources available in the library.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Braeburn Group and Management evaluates and installs a School Management Information System.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Braeburn Group and Management refurbishes the existing ICT Laboratories paying special attention to ventilation and safety issues.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The Management appoints an ICT Coordinator attached to Braeside School only for effective integration of ICT in the School curriculum and administration	R	C
	Recommendation 5	FRPP	5 YR
	The Braeburn Group and Management invests in classroom multimedia resources such as interactive whiteboards, speakers and projectors to enhance the implementation of the school's curriculum	IP	IP
	Recommendation 6	FRPP	5YR
	The Braeburn Group commits to upgrading furniture in the school which is old or broken and upgrading the washroom and changing room facilities.	IP	C
	Recommendation 7	FRPP	5YR
	The Braeburn Group and Management install a new emergency siren that can be readily heard in all parts of the campus.	C	C
	Recommendation 8	FRPP	5YR
	The Braeburn Group and Management prioritise the refurbishment of the existing Science laboratories so as to expand capacity for lessons, storage space and offices for teachers.	IP	IP
	Recommendation 9	FRPP	5 YR
the Management ensures that all staff are aware of their documented emergency procedures and that they are fully implemented.	C	C	

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
	The Primary Management team addresses the development of student voice	C	C

	in Primary.		
	Recommendation # 2	FRPP	5 Yr.
	The School reviews behaviour management in the high school to ensure staff members are upholding the high standards of behaviour expected of Braeside students and valuable lesson time is not wasted between lessons.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The School continues to explore creative and innovative ways to develop and enrich the community life of Braeside school.	C	C

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 A	Actions	Success Criteria	Timeline
A1	Disseminating and educating Braeside Community about the Vision, Mission and Guiding Statements.	Published and displayed Vision, Mission and Guiding statements. Application of Guiding Statements through day to day activities and expectations.	September 2015 June 2016
A3	To purchase additional EAL resources to support pupils' learning. EAL teachers to keep abreast of new initiatives through Involvement in EAL shared practice and training.	Accessibility of varied teaching and learning resources. Implementation of strategies in delivering EAL curriculum. Showcasing the EAL learners work and board work presentations. Maintaining register showing the progress of the EAL learners.	March 2016 September 2015-June 2016
A4	Implementation of the G&T Policy. Staff CPD on effective strategies for teaching G&T students through differentiation and ability grouping.	Consistent implementation of the policy by staff. Increased provision for the G&T within and without classroom. Updated and shared G&T register.	September 2015-June 2016

Section Primary	Actions	Success Criteria	Timeline
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B1	<p>Inducting new teachers into the curriculum expectations by attaching them to Year Group Leaders and Heads of Departments.</p> <p>Teachers within the school mentoring (advanced skills teachers) teachers in other Braeburn Schools.</p>	<p>Varied teaching styles. Quick settling of new teachers into the day to day teaching and learning program.</p>	<p>August 2014- June 2016</p>
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Section High School	Actions	Success Criteria	Timeline
B4	<p>Running Induction trainings for new teachers.</p> <p>Planning and delivering INSETs during the one week August training, staff briefs and meetings.</p>	<p>Varied teaching styles. Quick settling of new teachers into the day to day teaching and learning program.</p>	<p>September 2015- June 2016</p>
B5	<p>Teachers to take part in an exchange programme locally and overseas.</p> <p>Organising face to face or online shared practice sessions with colleagues in other International Schools in Kenya and abroad.</p> <p>Sponsoring teachers to pursue PGCEi programme from Nottingham University and NPQSL(National Professional Qualification for Senior Leadership) offered by National College for Teaching and Leadership, UK</p>	<p>Teachers travel abroad for an exchange programme every year and the teachers share their experience with the others from Tanzania.</p> <p>Braeside carries out a mentorship programme with teachers from other Braeburn schools</p>	<p>September 2014- December 2016</p>

Section C	Actions	Success Criteria	Timeline
C4	<p>Implementing a Head teacher's' appraisal cycle.</p> <p>The Board of Braeburn implemented a Headteacher's' Appraisal process in 2011. However, after partially completing one cycle, it was noted that our requirements would be better</p>	<p>One complete appraisal cycle</p>	<p>Implementation - April 2016</p>

	met using an external organisation. We are currently discussions with Paul Coackley (Educational Consultant) with a view to implementing this.		
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SECTION D	Actions	Success Criteria	Timeline
D3	Continuous annual review of salaries and benefits for all staff.	Improved remuneration terms.	September annually

Section E	Actions	Success Criteria	Timeline
E1	Availing opportunities for CPD of LSD teachers.	Teachers up-to-date with their current educational practices in thus impacting positively on provision.	September 2015- June 2016
E2	Explore possibility of incorporating shadow teachers for students with specific learning needs. Partnering with speech and language therapist to support children with language and communication needs To improve the G&T programme with a clear and workable enrolment procedure to extend children with exceptional abilities Appoint a G&T Coordinator to in the High School.	Children accessing additional support to aid learning. Improved verbal communication. A well established and equipped G&T programme with widely understood enrolment criteria in place. Coordinated G&T activities and performance tracking.	September 2014 September 2014 September 2015- June 2016 September 2016
E3	To purchase and utilise additional resources for LSD.	Registered progress of children in LSD.	March 2016

Section F	Actions	Success Criteria	Timeline
F5	Increased provision of Multimedia resources in teaching and learning.	Enhanced teaching and learning through utilisation of Multimedia resources.	March 2016

F8	Redesigning of existing Middle School Science Labs.	Increased capacity for lessons and enhanced health and safety.	July 2016
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Visitors' Summary Comments and Observations

The recommendations in Section A have had a strong impact on Braeside School. The review of the Mission and Vision and the resulting four Guiding Statements developed now lead the decision-making and teaching and learning in the school. The students and parents are aware of these statements and how they are used in the daily life of the school.

The improvements in the learning programme including EAL support, Learning Support and the Gifted and Talented Policy have enriched the students at all levels.

Recommendation B1 in the Early Years and Primary section and Recommendation B4 in the Middle School and Upper school sections both relate to the organisation and provision of staff development. This has not been considered in the Action Plans. However, these issues are addressed in several other sections of the report.

B1 and B4 Middle School and Upper School

Induction training takes place for new teachers at the beginning of the school year, additional "Inset" is given and new teachers are mentored by other members of faculty. Year group leaders, department leaders and advanced skills teachers are all part of this process. CPD in school throughout the year enriches this process. Opportunities for regular sharing of good practice, peer observations, learning walks and discussion would benefit all teachers and should further improve teaching and learning across the school.

B5

Some teachers have been given the opportunity to visit other Braeburn schools, and two teachers spent two weeks visiting schools in London. Two teachers have been chosen to take part in a NASA science programme in the summer. Teachers have the possibility to take part in further educational courses including the PGCE programme and NPQSL courses described. Teachers would all benefit from more interaction with colleagues from other international schools, in addition to the Braeburn group.

The Section C recommendations of the Head Teacher appraisal process is still in development.

In Section D, teacher salaries have been reviewed and conversation with the teachers indicated they are satisfied with the results.

E1

SEN and ESL teachers are very interested in CPD to improve their own practice and to share with the classroom teachers. Possibilities that may be explored include attending conferences and workshops, visiting other schools, or completing online courses. Learning Coordinators in both sections of the schools support these, but there is room for further development in this area. In 2014, teachers attended PD for Learning Support teachers at Kenton College.

E2

Additional support, EAL and gifted and talented coordinators have been appointed in the primary and secondary school. There is one shadow teacher in the primary school and there are two shadow teachers in the high school. Shadow teachers are appointed as required. At present, there is no speech and language therapist on staff but an external therapist visits the school as required.

There are clear policies in place for ESL, Special Needs and Gifted and Talented.

The Gifted and Talented (G&T) Policy explains all aspects of the programme including the enrolment procedures. At present, the G&T programme does not extend across the school and there is no G&T coordinator in the high school.

E 3 The teachers explained that additional resources can be ordered as required.

Section F recommendations are still in progress.

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

School Guiding Statements (A):

Accomplishments

The P&O were reviewed into Guiding Statements. This involved the restructuring the P&O to convey our core values and goals.

Guiding Statements have been published and displayed in all school documents and promotional materials which include; brochures, websites and newsletters.

The Guiding Statements have been disseminated to students during PSHE lessons, assemblies and form tutor periods; to teachers during a brainstorming session and staff briefs, to parents through newsletters and parents' fora. To non-teaching staff through respective line managers.

The Guiding Statements are kept into consideration when planning and reviewing school policies and development plans.

There is an adopted definition of International Education which is being disseminated to the Braeside Community.

The school actively promotes internationalism and interculturalism through avenues such as MUN, student leadership, debating clubs, children's parliament, Mazingira challenge, entrepreneurship, and community service. And in the curriculum through subjects such as History, Environmental Studies, Sociology, Literature, MFL, R.E, PSHE, local and international trips.

Based on the above, there has been an increased awareness and ownership of the expectations by all stakeholders.

Due to the appreciation and celebration of diverse cultures within the Braeside Community, stakeholders will continue working together in partnership to improve the school in all aspects.

The broad and balanced curriculum will mould a confident individual, responsible citizen and a learner who enjoys success.

Challenges

The periodic data driven review has been a challenge in terms of time constraints, resources, mobilising the whole school

Braeside Schools has adopted the Mission and Vision statements of the Braeburn Group as seminal statements defining what the school is, whom the school is serving and how that is carried out. From these statements, several committees, representative of the school community, developed the four statements that define the school's core values and goals. These are the Guiding Statements referred to in the school statement to the left.

The next step will be to develop a regular review of these statements to ensure continued understanding in the community and the continued use in planning across the school.

A definition of international education as per the Braeburn Group has also been adopted, but has not yet been communicated with the school community.

The admissions policy addresses admissions testing and English language support : however, the addition of specific levels of learning support available would be more informative to applicants. The provisions for students with exception academic aptitudes and other talents could also be included as mentioned in the school's statement

<p>community. However, there is evidence of periodic data driven reviews of the school's Guiding Statements involving the school community through PASS and questionnaires.</p> <p>The current admission procedures do not capture co-curricular giftings of a student and achievements. This data would assist will assist in seamless integration into the school community and immediate extension.</p> <p>The continuity of the committee membership, due to transitioning of its members.</p>	
<p>Teaching & Learning (B):</p> <p>Accomplishments</p> <p>Planning of the curriculum incorporates aspects of the guiding statements. The school's vision and mission are articulated regularly in assemblies, staff meetings and Year Group meetings. Students and teachers are fully aware of the school's expectations on academic focus.</p> <p>Challenging curriculum that caters for most of the needs of a child. The school is keen on the age of students upon admission for appropriate placement to cater for developmental needs of students. Students are more prepared for the social and academic demands in their year groups.</p> <p>Schemes of work and Lesson Plans reflect curriculum articulation. Vertical and horizontal articulation ensures a logical sequence that minimises conceptual gaps and overlaps.</p> <p>Enriched curriculum through educational trips and resource persons. Entrepreneurship, problem solving, collaborative and leadership skills are embedded in the school curricular programs. Our students become life ready and gain social skills as they learn.</p> <p>Continuous professional development opportunities for staff, child protection and safeguarding INSETS have enhanced student-teacher interactions. Student learning is enriched and the quality of teaching is improved and best practices shared.</p> <p>Teaching styles are tailored to cater for Kinaesthetic, Auditory and visual learning styles. These varied teaching styles increase student achievement and help each child make progress.</p> <p>There is collaborative planning and delivery of the curriculum, peer reviews, self-assessment and teacher led CPD.</p> <p>The use of tracking manager in iSAMS and APP in monitoring student achievement. Data obtained helps in decision making and in improving school systems and culture.</p> <p>Scheduled on the Whole School Planner termly vertical articulation meetings with effect of January 2016.</p>	<p>Accomplishments</p> <p>Teachers incorporate aspects of the Guiding Statements in unit planning. The Guiding Statements and Braeside Circles are displayed in classrooms. Teachers were observed referring specifically to lesson objectives, WILF (what I am looking for) and WALT (we are learning to...).</p> <p>Samples of lesson planning documents were shared which detailed the topic, grade, date, lesson objectives, introduction/starter activity, teacher exposition, differentiated learning activities, plenary sessions and future learning plans.</p> <p>Both students and teachers appreciate the school's academic focus.</p> <p>The curriculum, in particular with the addition of BTEC business and sports, caters for a variety of academic and social needs. Students whose age falls widely outside of the grade level they wish to join are not accepted.</p> <p>Meetings are held on a regular basis to articulate the curriculum, both horizontally and vertically.</p> <p>Educational trips are a feature of education at Braeside. Some of these are cross-curricular, for example the geography and history departments had a combined trip to study coastal land forms and the history of Mombasa. Entrepreneurial skills are developed and encouraged especially during the whole school Entrepreneurial day when children form groups to undertake research, build companies, then create and sell a product</p> <p>Continuous professional development is a focus at Braeside, many steps have been taken but there is still much to be done. Advanced Skills teachers support and train teachers to improve their skills: to increase students' engagement, and encourage experiential activities in line with curriculum and assessments. Inset has also been given in collaboration with the ESL and SEN department to develop teachers' skills with the students.</p>

<p>Challenges</p> <p>Inducting of new students coming from the local National Curriculum requires bridging as far as some concepts and learning styles are concerned.</p> <p>Enriching the curriculum through expeditions and work experience without affecting structured time for other subjects.</p> <p>Teaching styles provide for the needs of EAL and SEN students but examinations at the end of Key Stages do not cater extensively for these needs.</p> <p>There is no established formal channel to track the Braeside Alumni to assess school effectiveness.</p>	<p>Professional development days for staff are held on a regular basis, and twice a month, department members are encouraged to share good practice. This is felt to be very effective.</p> <p>Vertical articulation meetings are scheduled twice a term in department groups. Horizontal articulation is discussed at grade-level meetings.</p> <p>Challenges</p> <p>In the second term of Year 9, up to 20 students may enter Braeside from local schools. These students are tested to determine their strengths and weaknesses and teachers make every effort to bring them up to grade level by providing booster lessons and additional support.</p> <p>In standardised tests and examinations, limited differentiation is possible: ESL students can receive extra help with the language of tests, SEN students may be allowed extra time. However, these measures are not seen as sufficient.</p> <p>As most Braeside alumni live and work in and around Nairobi, they may not feel the need to connect with the school as strongly as students who have moved farther away. One plan is to create a Facebook page so that the Alumni can keep in touch online.</p>
<p>Governance & Leadership (C):</p> <p>Accomplishments</p> <p>A Board Policy Manual is in place and adhered to.</p> <p>Board members have undergone training.</p> <p>The Executive Head and the Education Managers have clear job descriptions with the Executive Head reporting to the Braeburn Board.</p> <p>Overall school budgets have been increased which has allowed for the purchase of more resources for the classroom, specialist rooms, library, sports, online resources, student tracking and individualised learning.</p> <p>Overall site budgets have allowed for five new permanent classrooms including the new Exam Hall.</p> <p>Renovation of existing facilities such as dining hall, four classroom blocks, the lower school library, the field, the primary washrooms, the car park and exterior wall.</p>	<p>In addition to the Braeburn Group Policy Manual, Braeside Schools has a policy manual that outlines those policies that are specifically for the school. Policies pertaining to teachers and staff are available in handbooks.</p> <p>A rolling Five Year Development Plan has resulted in a number of renovations of the school infrastructure including sixth form and BTEC classrooms, laboratories and library. Years 7 – 9 have been located in one section of the school and form a separate unit of the secondary level.</p> <p>Planning for ICT development is underway and will include a revised website as well as philosophical statements on the use of technology in teaching and learning. A committee with members from the Braeburn leadership and schools is developing this plan.</p> <p>Good financial planning and practices have resulted in the extensive renovations and other additions listed by the school.</p>

<p>New furniture in a number of classrooms.</p> <p>New Key Stage 1 outdoor play area, climbing frames and age appropriate toys for our younger students.</p> <p>Four new buses.</p> <p>New tracking system for students using our school transport.</p> <p>We also have a five-year site Development Plan which details major upcoming projects in terms of infrastructure.</p> <p>The working relationship between the governing body and the heads of the school is good.</p> <p>Challenges</p> <p>The governing body does not at present measure the school's success in putting the mission and objectives into practice.</p> <p>The appraisal of the governance and its effectiveness has been a challenge.</p> <p>The financial plans will not be communicated to the school community, so this is always going to be a challenge.</p> <p>The world of education is evolving fast particularly in the area of individualised learning. There has been a phenomenal development in the use of Information Communication Technology (ICT). This has created numerous possibilities to use a variety of new tools for teaching and learning. The integration of ICT within education systems offers opportunities to enhance teaching and learning, as well allow meaningful interactions over large distances both synchronously and asynchronously with respect to time. As such, the nature and process of the traditional learning environment has been transformed to develop a new learning culture, supported by the interactivity, flexibility, and convenience provided by an ICT supported environment. Learners are therefore able to access, extend, transform and share ideas and information in multimodal communication, styles and format.</p> <p>Utilising ICT to improve teaching and learning should be just as important, if not more, as mastering ICT skills, especially for teachers whose responsibility it is to create an effective learning environment.</p> <p>Investment in these areas can be quite expensive and draining in terms of budget. It is important that we make the correct decisions in regards to investment.</p>	<p>As mentioned by the school, measuring the success of putting the mission, visions and guiding statements into practice is an important routine to have in place.</p> <p>Appraisal of the Head teachers is being outsourced to ensure a system with no personal bias on the part of the appraiser. There are two head teachers in most of the schools making this a full time job. It is projected that the appraisal will take place every other year. Self-appraisal of the governing body is also an area for the Board to pay attention to. Using the goals of the Board is a good way to measure the success of the Board and the decisions it makes.</p>
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<p>Faculty & Support Staff(D):</p> <p>Accomplishments</p> <p>A safer recruitment policy which entails screening of all employees has led to safety and well-being of the community members.</p> <p>Employees are professionally qualified and matched to their responsibilities and have a set limit of workload thereby optimising on curriculum and service delivery.</p> <p>There has been an addition of teaching staff which has improved the staff- student ratio. In the Primary section, there has been the recruitment of Qualified Teaching Assistants for all classes from Foundation Stage 1 to Year 4.</p> <p>There is a greater emphasis on the understanding and implementation of the guiding statements across the school.</p> <p>All employees are issued with a contract of employment which outlines their terms of employment. There are clear salary and responsibility allowance scales for all employees. This has led to increased employee confidence which in turn enhances staff retention.</p> <p>There is a Braeburn Schools' Employment Policy Handbook which outlines matters to do with employees' terms of employment, dispute procedures, remuneration and basic employment guidelines.</p> <p>Clear and effective appraisal systems are in place for all sections of the school operations, which are carried out throughout the year. The results are used to support professional development of various staff and the school as a whole.</p> <p>Challenges</p> <p>Staff turnover experience at the end of 2013-2014 academic year led to recruitment of several new teachers from varied teaching backgrounds. This put a strain on the induction process. The transitioning of some members of SLT has mandated a restructuring as far as roles and responsibilities are concerned.</p>	<p>The Child Protection Policy adhered to by the school includes guidelines for screening potential employees.</p> <p>An appraisal system is in place for all employees. The teaching staff have a multi-layered process, which includes self-appraisal, formal visits, feedback and peer visits. Professional development opportunities are informed through appraisal.</p> <p>The professional development programme is well planned and addresses school needs as well as individual needs. Insets and workshops are mainly internal with external presenters coming in on occasion. Recently there have been more opportunities for teachers to travel outside of the school and Kenya. There are international organisations available that could provide connections with other international schools and teachers and benefit the school. The Association of International Schools in Africa and the CIS Career and Guidance Workshop are two examples.</p> <p>Mentorship is also practised and MPQSN leadership programme is available. There are four people involved this year.</p> <p>The non-academic staff members also have professional development opportunities. Drivers have training on student discipline and firefighting training from the external security company. Other non-academic staff will have ICT or security training.</p> <p>There is an annual salary review: salaries are being adjusted to ensure equal pay for equal work. The medical scheme has recently been improved and extends to dependents of the unionised staff.</p> <p>The Handbook has been revised in September 2015 as per the Kenyan employment policies. Soft copies are available in the shared documents.</p> <p>The turnover is remarkably low for a school of this size, and provides stability in the ethos of the school as well as the programmes.</p>
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Access to Teaching & Learning (E):

Achievements

There is continuous identification, assessment and intervention for students struggling to meet the demands of the curriculum. Concerns about a student who may be in need of learning support is raised by the parent, subject tutors, class teachers or/ and the school administration through its student progress tracking. This early identification has enhanced greater access to the curriculum for most learners. Children have received learning opportunities that are adopted to the way they learn.

The school also continues to provide examination access arrangements for both internal and external examinations in line with the CIE provisions.

To ensure smooth transition into high school the learning support department in both sections of the school have shared information about students previously receiving support.

The school has a support system for students with learning difference or difficulties. It has also, since the last CIS visit, opened doors to shadow teachers for students who require additional support. Consequently, students working with shadow teachers have become confident learners. They have helped the students focus on important concepts while developing their academic and social skill.

The department has experienced growth with the addition of an EAL coordinator in the high school section who works together with the Additional Support Coordinator to ensure that both EAL and students needing additional support access the curriculum. This has significantly reduced the student-teacher ratio thus making support programs more effective.

The department has also developed EAL policy that spells out the aims, procedures and strategies for support of EAL students in the school. From the process of admission and assessment to the daily strategies and resources to be used by the teachers during support sessions. The policy effectively provides a reference point for all members of staff on how to assist EAL learners to access the curriculum fully.

Continued acquisition of resources to be used in support sessions has also seen the department function more effectively as most of these resources provide a great wealth of information and helpful strategies. Among the resources acquired is a resource pack by Caroline Scott that has provided a baseline assessment for new students and resources like lesson plans, worksheets and pictorials that is useful when planning lesson activities.

There is a qualified and registered school counsellor on site who is available to cater for all students. There is an equipped room is used for counselling, play and art therapy.

Career and tertiary education advice and counsel are offered by the Braeburn group University Education Advisor.

Accomplishments

Braeside school has clear SEN and ESL policies which describe the processes of identification, referral, assessment and intervention for students who require additional support.

The special needs departments, led and supported by the coordinators, collaborate and work closely across the school to ensure smooth transfer between sections of the school. In the primary school, there are five support teachers, one for each year group and the classes have teaching assistants who are also qualified teachers.

In the primary school there is one shadow teacher and in the secondary school there are two. These are employed as required.

The special needs teachers each have their own rooms to work with students on a 'pull-out' basis, but as the classes are set for English and mathematics, these teachers also teach the lower ability sets.

The school has also appointed a coordinator for the more able, gifted and talented programme for which a comprehensive policy has been written that defines the terms, describes the aims, objectives and curriculum provision. At present there are 16 students identified up to KS2. These students meet with the coordinator on a one-to-one basis to review their progress and set challenges.

At present, the senior school has no lead teacher for this area and the programme has not yet grown in Key Stages 3 and 4.

The location of the office of the school counsellor is not ideal as she is on the ground floor of the senior school building, which means older students cannot visit her discreetly. She is located at some distance from the primary and middle school. In addition, there is a noise disturbance factor. However, plans are in place for her office to be moved to the main campus area in a more discreet location which should benefit everyone.

<p>The sickbay is now at a central location and on a ground level which makes accessibility and evacuation easy. An extractor has been installed to ensure that there is good ventilation all year round. A washroom has also been built in for the convenience of students and staff seeking medical help.</p> <p>Additional support rooms have also been provided both in the primary and secondary section. This has created more space for effective teaching and learning activities. Skills like speaking and listening can now be run smoothly without distraction as in shared classrooms.</p> <p>Challenges</p> <p>Occasionally, some students take too long to be put on the counselling and additional support programs due to parents being reluctant for fear of stigma.</p> <p>Some parents do not avail a formal statement of special educational needs during admission and therefore further assessment has been necessary.</p> <p>The EAL learners being expected to sit the same examination as their counterparts who have better English proficiency.</p> <p>Constraints on the school counsellor due to the increased number of students needing counselling.</p> <p>The location of the present counselling room is among classrooms and main corridor which is not ideal for confidential counselling sessions.</p>	<p>The location of the sickbay makes it easily accessible for all students. Two nurses provide medical services from 7am to 7pm in two overlapping shifts. They also provide cover for sports fixtures.</p> <p>The additional support rooms support teaching and learning for students across the school.</p> <p>Challenges</p> <p>The needs of EAL students in examination situations are clear, as their English language proficiency is often not at the level of questions set or the required answers. Some consideration could be given to modifying the language if appropriate.</p> <p>The counsellor deals with students across the school and parents who are need of support. She is also a member of the Child Protection team. These demands should be monitored to determine if the appointment of further counsellor would be beneficial. The location of the counsellor at present is not suitable, but plans are in place for a better location.</p>
<p>School Culture & Partnerships for Learning (F):</p> <p>Accomplishments</p> <p>The Child protection policy is in place and regular training facilitated by the Executive Headteacher. Designated Child Protection Officers have undergone online training through Educare. Members of the Senior Leadership Teams are part of a network on International Schools in Kenya CPAN (Child Protection Network).</p> <p>Physical infrastructure changes have led to glass panels on the doors in all teaching rooms.</p> <p>There is an anti-bullying policy and anti-bullying awareness carried out during PSHE lessons, assemblies and form periods.</p> <p>The School Counsellor is actively involved in supporting positive behaviour management through referral cases, children and parents' fora.</p>	<p>Accomplishments</p> <p>The Child Protection team has been established and the counsellor and members of the SLT are part of the Kenyan Child Protection Network. This has also raised awareness about issues connected to child protection across the school.</p> <p>The whole school is involved in anti-bullying awareness. Professionals have been invited to speak in assemblies and older students talk to and mentor younger students, offering help and advice and modelling the right behaviour. The students and parents we met found this process</p>

<p>Emphasis on virtues and values during student led assemblies. This will support students to become socially and emotionally well-adjusted members of the community.</p> <p>Student ICT survey PASS is conducted annually to gauge student's feelings on learning, teaching and the school environment. The results from this survey has been used to inform present and future planning.</p> <p>Behaviour flowchart is prominently published in Key Stage 3-5 and being adhered to by students and teachers.</p> <p>Prefects are empowered to correct behaviour thus improving behaviour management. Student leadership training is offered to nurture them to become effective leaders.</p> <p>Introduction of gotcha slips in Key Stage 3-5 in addition to merits to reward good behaviour. Key Stage 1-2 Primary are awarded house points and the students with the highest weekly points are recognised during the whole school assembly and prize giving day.</p> <p>Special mentions of Stars of the Week students are featured in year group weekly newsletters.</p> <p>Parents' meetings held at the beginning of the school academic year are used as a forum to share school's expectations.</p> <p>Curriculum overviews are shared with parents online and weekly course outlined in students' exercise books and newsletters.</p> <p>The delivery of the BTEC program gives opportunity for students to have exposure to local businesses and professional organisations. This has prepared students for employment and further education. The excellent results posted by BTEC students has exposed them to the global job market and unlocked opportunities for scholarships in leading universities. Braeside, as a result, has been recognised for running an excellent BTEC program.</p> <p>The career morning and work experience program exposes students to the world of work. Parents are also involved in offering work placements for the students.</p> <p>Demarcation between Middle School and Upper School has inculcated a sense of belonging to the respective age groups. The school environment has further become calm fostering a favourable learning environment for all which results to effective teaching and learning.</p> <p>The 2014-2016 focus on punctuality at Key Stage 3-5 with emphasis at assembly, form period, PSHE lessons have greatly improved time management between lesson transitions thereby maximising on curriculum time.</p>	<p>both effective and very pleasing.</p> <p>Good behaviour is strongly encouraged in a number of ways: the good behaviour policy and a flowchart that shows good behaviour levels are shared with parents in the student diaries. Rather than only punishing bad behaviour, "gotcha" slips are awarded to students in KS 3-5 whose good behaviour goes beyond expectations. These slips can be awarded by any staff member, including the auxiliary staff who have had two insets to prepare for this. At the end of term, there is a small reward for students with the most "gotcha" slips. This scheme was said to be very effective.</p> <p>Teachers reported that some parents engage with curriculum overviews and offer feedback and comments if they believe the work is too hard or if teachers include questions that have not been covered in the curriculum overview.</p> <p>The BTEC programme is widely felt to have enhanced the culture of the school. Many cross-curricular links have been established, which also enrich the curriculum. Braeside's examination results are proudly described: one student was top in the world, four others were top in Africa.</p> <p>The school holds a careers morning for Year 9 students and work experience for years ten and twelve. These also offer opportunities for parents to be involved in school life.</p>
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<p>Restructuring of the timetable has given a longer break for student's rest. They are able to organise their learning materials for a block of two lessons at break time and lunch hour. The same has been communicated to parents through parents' talks and the newsletter.</p> <p>Effective teacher INSETs have enabled teachers to guide students on time management.</p> <p>Mentorship introduced at Key Stage 4 and 5 which has assisted in improved performance and behaviour.</p> <p>Launch of the 'Friends of Braeside' Body that which has enhanced collegiality amongst parents, students and staff. This has led to enhances parental partnership.</p> <p>Challenges Due to some cultural perceptions, it is difficult to determine the extent to which the school can get involved especially when the cases are home based e.g. in the case of neglect at home, emotional and physical abuse.</p> <p>Areas for future attention A published and disseminated procedure for mechanism of appeal by a student in discipline cases.</p>	<p>The new parent group, Friends of Braeside, is led by elected parents. At present, they are still exploring ways to contribute to school life and increase parental involvement, which it is hoped will also have a positive effect on teaching and learning.</p> <p>Challenges The extent to which the school becomes involved in childcare issues is determined by the school counsellor and other members of the SMT, who admit that such cultural challenges can only be resolved by a long and patient process of discussion and sharing of good practice.</p>
<p>Operational Systems (G):</p> <p>Accomplishments Additional classrooms in the Upper School Block starting September 2015.</p> <p>Additional support rooms availed in four of the teaching blocks in Primary and two rooms in the Middle School Section.</p> <p>There is an extra science lecture room and laboratories in the Upper School.</p> <p>All classrooms rooms have been fitted with projectors or with TV monitors.</p> <p>The field has been extended to create more space and it is levelled and watered all year round.</p> <p>A well-equipped outdoor play area has been made for Key Stage 1.</p> <p>The monitoring of visitors has been enhanced to consider sitting area, parking, security and identification badges.</p> <p>The post of a site security coordinator has been introduced in the structure and recruitment done.</p>	<p>The infrastructural changes made since the Team Visit are impressive. The enrolment of the school has increased, and with the addition of the A-level programme and BTEC extra classrooms and other supporting facilities were necessary.</p> <p>These renovations have also improved the health and safety provisions for the students. Science laboratories and prep rooms have been brought up-to-date and more organised. Additional changing rooms for the swimming and sports area are being built. The Development Plan is revised on a regular basis to ensure that the programmes offered have adequate space.</p> <p>Security has been strengthened and is monitored by the site security coordinator and includes providing safety for the children during arrival and departure as well as screening of visitors entering the school.</p> <p>The Health and Safety Committee has members from the leadership and teaching staff, the transport officer and the nurse. The addition of several parents would bring another viewpoint to the committee.</p>

There are ramps in some blocks and a designated parking for the physically challenged.

Introduction of iSAMS has made management of school data efficient and easily accessible.

The school perimeter wall has been raised and added to at the front of the school improving the overall security of the school.

ICT rooms and resources have been increased to support curriculum delivery.

Security systems through CCTV has improved. Internet bandwidth has increased substantially and WIFI hotspots increased which has enabled greater use of E-learning through subscribed programs.

The shift to Google platform has enhanced communication and safe storage and collaboration of documents.

There is a Health and Safety Committee which comprises of members from different sections and departments in the school and is headed by the Executive Head.

There is a site ICT committee which comprises of teachers and technicians from different sections and departments in the school and is headed by the Executive Head.

The school has occurrence logs in which incidences are recorded.

The school has regular emergency evacuation and duck and cover drills.

The catering staff undergo periodic medical examination that promote hygienic food handling.

The kitchen has implemented health and safety measures such as non-slippery floor mattings.

A central garage at Braeburn Garden Estate Campus has been established and clear procedures on fleet maintenance implemented.

The carpark has been upgraded to cabro paving. There are clearly demarcated parking slots and foot paths.

There is a rapid response security system in case of an emergency.

A security consultancy company has been contracted by Braeburn Ltd to provide up to the minute incidents and response reports. We have further contracted the same company to provide an oversight role which will include risk and threat assessment and training.

Emergency and evacuation plans are posted in the classrooms and hallways and known by the teachers. Practices are carried out termly with the external security company attend on occasion the practices.

The iSAMS management plan has been a plus for the teachers and the administrative part of the school. It keeps all student records; teachers reports it is user friendly. The shift to the Google platform has been very useful.

Future plans include establishing a BTEC global classroom building on the technology the school has in place. A pilot programme, which will give feedback on homework digitally submitted, is also in the plan. The issue of students using the Bring Your Own Device system (BYOD) us being debated.

<p>Challenges</p> <p>There is need consider the provision for more space for additional support learning and music peripatetic space.</p> <p>There is a constraint on shared resources such as the field.</p> <p>Space in the science lab and food science room is constrained especially when there are many students taking an optional science subject.</p> <p>The full implementation of the duck and cover is a challenge due to the number of ground floor windows and open doorways.</p>	

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>The formerly referred to as Philosophy and Objectives were revised with the objective of making them succinct to aid ownership. This was done in different stages.</p> <p>Step 1: The committee in charge of the Philosophy and Objectives section reviewed the vision, mission and objectives.</p> <p>Step 2: A meeting with the Heads was held where further amalgamation of content was done. The existing Vision and Mission statements were substituted with the Braeburn Group's Vision and Mission and the ten objectives condensed into four Guiding Statements.</p> <p>Step 3: A teaching and administrative staff's workshop was organised and the revised Vision, Mission and Guiding Statements were shared. Secondly, a brainstorming session to</p>	<p>Braeside School has reviewed the Mission and Visions of the Braeburn group and distilled four Guiding Statements: Erudition, Equality, Respect and Internationalism. The process by which this was done is explained on the left. What is meant by each of these words is explained and followed by complete description of how they are achieved. Meeting with the teachers, the students and the parents there is clear understanding across the school community of the Guiding Statements and how they are used in all of the daily activities in the school.</p> <p>The academic success of the A level and BTEC programmes has followed the Self-Study and is an example of the commitment to addressing student potential. (Erudition)</p> <p>The development of the learning support, EAL</p>

<p>verify if and how each of them is implemented in the School was conducted.</p> <p>Step 4: The documents were shared with the parent body via electronic media and suggestions on the same invited.</p> <p>Step 5: The documents were presented to the student body during school assemblies, PSHE lessons in the secondary and form periods.</p> <p>Step 6: The Vision, Mission and Guiding Statements were officially adopted for the 2015-2016 Academic Year and published in all the relevant documents. Continuous dissemination is carried it out through weekly newsletters, assemblies and parents' meetings.</p> <p>Vision: Every student a successful learner, a confident individual, a responsible citizen.</p> <p>Mission: Braeburn Schools actively value and celebrate diversity, nurturing personal growth by providing a friendly and supportive environment. Early years, primary and secondary students develop the skills, attitudes and awareness necessary to become successful learners, confident individuals and responsible citizens. Based in East Africa, Braeburn schools are co-educational, offering the British system of education to a multinational student body of varying academic ability.</p> <p>Guiding Statements:</p> <p>Erudition Maximise academic, physical, creative and leadership potential for today and tomorrow</p> <p>Equality Acknowledge that equal opportunities for all are a fundamental right</p> <p>Respect Foster a supportive and empathetic environment, building respectful partnerships within the School and beyond</p> <p>Internationalism Promote internationalism, diversity, cross- cultural interest and curiosity.</p> <p>Erudition This is achieved by; Catering for the needs of individual students by offering a range of subjects which are delivered through varied teaching strategies.</p> <p>The school follows due procedures in recruitment and screening process to hire qualified staff of professional, sound and moral character.</p> <p>Equipping staff with the skills through continuous professional development and internal and external mentorship programs for effective teaching and learning.</p>	<p>and programmes for the talented students as well as the academically gifted as well as the mainstream students have provided learning for all those who are enrolled. Other activities are provided in the clubs and sports in the Primary School and the Middle/High Schools. (Equality)</p> <p>The students refer to the values of the school and how important they are in their school and activities. There is a strong sense of community and understanding between the students and the teachers and non-teaching staff who have an equal place in the life of the school and the students. The respectful conduct as outlined in the Code of Conduct is visible as one walks about the school. There are environmental initiatives in the school. (Respect)</p> <p>Internationalism is evident in the 56+ countries represented in the enrolment and through the curricular plans. Cultural events from these countries are celebrated throughout the year. The National Curriculum of England is the base of the curriculum with adaptations to the local environment and the international nature of the schools guiding statements.</p> <p>English is the language of instruction and is supplemented by French and Kiswahili from year one through year three. French and Kiswahili are options in years 4 through 6 and with German added in years 7 – 9. Students will follow their choices in year nine for IGCSE.</p> <p>Continuing review of the Guiding Statements to ensure they clearly represent the current status of the school and the success of their implementation is important.</p>
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Provision of annual budgets tied to the School's Development Plans to provide a variety of teaching and learning resources.

Utilise internal and external programs to nurture individual students in their areas of gifting and talent. This is done through competitions such as Maths Challenge, Science Fairs and Debates.

Assessment policies are implemented across the school to cater for all learners and the evidence used for tracking progress and informing future learning.

Partnership with carers is enhanced through meetings and open discussion to support students achieve to their maximum potential.

Teachers are assigned Key Stages 4 and 5 students for one on one mentoring.

Creating partnerships and links with higher institutions of learning and where possible full or partial scholarships offered.

Keeping carers informed on the curriculum expectations and giving timely feedback.

Exposing students through career days and work experience placements to potential employers and expectations of current and emerging job markets.

Incorporating academic trips to reinforce curriculum coverage.

Planning and organising expeditions such as Presidential Award Schemes, scouting program, pastoral trips to expose students to varied experiences and acquisition of life skills.

Sustaining a vibrant sporting program where curriculum coverage is thoroughly carried out and opportunities for competition and participation in Inter house, inter school, national and international events is offered.

Running an efficient club's program that enables students to nurture their interests and talents.

Celebration of arts in the school through school events such as Drama Productions, Art Exhibitions, Entertainment Days, Talent Shows, Verse Speaking, Tea Time Concerts and Assembly Presentations .

Compulsory coverage of Art and Design Technology subjects up to Key Stage 3 and showcasing of pupils work around the school.

Promoting global environmental awareness campaign through the active running of The Eco School initiative and hosting the annual Inter Schools 'Mazingira'(Environment) Challenge.

Promotion of entrepreneurship through teaching and events such as Entrepreneurship Day and fundraising projects for community service.

Promoting student leadership and voice through competitive selection process of prefects and student council representatives. Student leaders are given training opportunities and mentorship with leaders from within and without.

Celebrating success and effort during prize presentations, assembly commendations and Year 12 partial scholarships.

Inviting professionals from the community to inspire and motivate students.

Equality

Acknowledge that equal opportunities for all are a fundamental right

Equal opportunity

The school gives all students and staff an equal opportunity to participate freely in all areas of the school life.

Every child is given equal opportunity of participation in extra curricula activities as the school gives varied activities of choice considering children's interest and ability.

Students have a dress code for all at different levels that is respectful of represented cultures and religions.

Equal opportunities in leadership for all students through elections.

Rewards and sanctions are given following a standardised criterion. The school's code of conduct is uniformly applied to all students.

Using varied learning styles and techniques to cater for all student's needs. Identified Additional Support Needs , Gifted and Talented students are catered for.

Communication policy that allows all stakeholders to communicate through the established channels.

Adhering to the Admission Policy that gives equal opportunity for individual students from diverse backgrounds and abilities.

Following fair recruitment, standardised remuneration and appraisal structures for all staff as stipulated in the Braeburn Group employment policies.

Upholding the non-discrimination policy as stipulated in the Braeburn employment policies.

Adhering to established policies that ensure the safety and

<p>well-being of students and staff.</p> <p>Respect: Foster a supportive and empathetic environment, building respectful partnerships within the School and beyond</p> <p>Participating in community service projects throughout the school.</p> <p>Fostering good working relationship with the host Kenyan Government by following its policies and guidelines such as registration of teachers by The Teacher Service Commission, acquisition of the Certificate of Good Conduct, registration of the school as an entity with the Education Ministry.</p> <p>Upholding and promoting ethos and values through termly and yearly virtues and targets.</p> <p>Appreciating diverse cultures in the school and celebrating them through various school events.</p> <p>Showing respect for the host nation by honouring designated national holidays and submitting to the government policies and guidelines on education and employment.</p> <p>Enhancing mutual respect amongst the student body through talks on the assembly, PSHE curriculum and holding events such as buddy activities and community service.</p> <p>The codes of conduct for students and staff stipulate respectful conduct for all members of the school community.</p> <p>Respecting parental involvement through the Friends of Braeside forum.</p> <p>Supporting a strong and well established saving and investment Braemeg Savings and Cooperative Scheme, which empowers staff financially and builds an empathetic environment among staff's social welfare.</p> <p>Actively engaging in partnerships with other international schools in Kenya through KAIS with an aim of maintaining standards through shared practice.</p> <p>Involving the neighbouring non-Braeside community in developmental matters affecting the Braeside Gardens and also informing them of upcoming events that may interfere with everyday routine.</p> <p>Internationalism Promote internationalism, diversity, cross- cultural interest and curiosity.</p> <p>Offering a broad based international curriculum.</p> <p>Accreditation by Council of International Schools(CIS) and Council of British International Schools(COBIS).</p>	
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<p>Affiliated to various local and international bodies such as, KAIIS, Edexcel, CIE, BCSK, ABRSM, KNEC, QCA, CEM</p> <p>Celebrating the cultures of the fifty nationalities represented in the school population through school events such as cultural days.</p> <p>Respecting religious festive days by giving an allowance to respective families to take part in the celebrations.</p> <p>Participating in internal and external school programs geared towards fostering internationalism and global awareness such as Model United/EAMUN and World Scholar's Cup.</p> <p>Developing fluency in English as the medium of instruction and communication while appreciating other languages represented in the school. At the moment three other languages have been allocated curriculum time in the timetable.</p> <p>The admission policy embraces families from all cultures and nationalities.</p> <p>Enrolling teaching staff in courses that expose them to international teaching standards through the PGCEi Nottingham University.</p> <p>Capacity building of middle and senior leaders through the NPQSL programme.</p> <p>Utilisation of Information Communication and Technology in teaching and learning which enables access to current global trends.</p> <p>Reflect our values and attitude through virtues and also support charity organisations.</p> <p>Sensitising staff and students on global emerging Issues such as health and safety matters.</p> <p>Maintaining an informative website containing information for parents, staff, students and other stakeholders.</p> <p>Exposing students and staff to cultures of other nationalities through international educational, sporting and leisure trips.</p> <p>Drawing comparative studies between Kenya and other countries in subjects requiring research and application.</p> <p>Utilising local and international teaching and learning resources to deliver quality international education.</p> <p>Area(s) for Future Attention:</p> <p>Establish procedures for monitoring the success and impact of the Guiding Statements using data driven reviews.</p>	
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<p>Develop a consistent mechanism of tracking and disseminating to the community information on global issues like geopolitics, sustainable development and human rights.</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>Are students learning outcomes clearly stated?</p> <p>The planning documents which include, schemes of work, weekly planners and daily planners contain clearly stated and expected learning outcomes. These planners inform the lesson plans and daily learning objectives which are communicated to the students and recorded in their books.</p> <p>The learning objectives are shared with parents through documentation such as curriculum maps and during the termly progress discussion meetings.</p> <p>Target setting is upheld in the school. Key Stage 1 -2 teachers also set a target for the cores subjects that are used to track a student's' performance through the year. Key Stage 3-5, students have a target grade for every subject, clearly stated in their exercise books, this assists students to be able to monitor their own progress.</p> <p>A student's' progress is tracked throughout the year through a tracking spreadsheet for KS1-2 and iSAMS mark books and reporting gives feedback to students and parents on the student's progress every term.</p> <p>The written feedback on marked work for Key Stage 1-5 gives the students feedback on learning outcomes and areas of improvement.</p> <p>The IEPs for students on the additional support program has clearly learning outcomes clearly stated. This term, the department has piloted My Passport for each learner The learners write what they expect to learn by the end of a certain period of instruction. The teacher also records the expected learning outcomes.</p> <p>Through peer activities and assessment, students are involved in discussing objectives and sharing exemplar outcomes.</p> <p>To what extent is student's learning the focal point of school development and decision making?</p> <p>The provision of teaching and learning resources is in tandem with the requirement of the curriculum and with the development stage of children. There is a deliberate effort to ensure the provision and utilisation of technology in school as well as at home through subscription to select websites.</p>	<p>Teaching objectives and learning outcomes were seen clearly stated and written on the board for students in the classes. These were formulated in language appropriate for the ages of the students.</p> <p>Students stated that target setting is a very positive for their learning and provided an additional incentive to succeed. Older students explained that as the teachers were so engaged and enthusiastic in setting targets that students should achieve, this provided an extra incentive to work hard and be successful.</p> <p>If students do not reach their targets, this is discussed and parents are included. They are given extra support, including booster lessons, and the targets are reviewed.</p> <p>There is a written policy on feedback and marking which supports consistency across the school.</p> <p>Teachers expressed satisfaction with the provision of teaching resources. The provision of technology and its role in effective teaching and learning is an ongoing topic of discussion at Braeside. Plans are being developed for the</p>

<p>Teaching and Learning Policies are made and reviewed to enhance students' learning and take into consideration any curricular change.</p> <p>Allocation of budget to staff training, professional development so as to keep abreast with developments that will impact on learning. This capacity building of teachers enables them to adopt and use improved methods of teaching and assessment of learning through expansion of internet connectivity, use of ISAMS for reporting and Google Drive platform for sharing resources.</p> <p>Continuous maintenance and improvement of infrastructure such as Internet connectivity, student management system and equipment to create a productive learning environment.</p> <p>Recruitment of teachers, teacher assistants and other personnel in the school is done with the aim of ensuring a positive impact on the learning within the school</p> <p>Utilisation of surveys such as PASS (Pupils Attitude to Self and School) that informs the school on student's confidence in the school, the teaching as well as engagement with the curriculum.</p> <p>Review and implementation of a monitoring and evaluation cycle that impacts positively on staff development hence improved teaching.</p> <p>Feedback from parents is deliberately fostered through open door policy, Friends of Braeside and the scheduled fora which avails opportunity for further improvement suggestions.</p> <p>There is a conscious effort to maintain the student teacher ratio at the most optimum level to enable each student have equal access to the curriculum.</p> <p>The delivery of curriculum encompasses various teaching styles so as to cater for the broad spectrum of learners and their needs.</p> <p>The co-curricular activities are planned and scheduled to offer rich opportunities for learners to enhance their abilities beyond the classroom.</p> <p>Building and maintaining a sense of internationalism and a positive school culture through the organisation of whole school activities such as cultural days, humanities week, Literacy week.</p> <p>How is Student Learning Measured?</p> <p>In Early Years' Foundation Stage, learning is measured through experiences and developmental milestones, day to day activities that are skill development oriented. The 'tools and evidence collected to support this are;</p>	<p>integration of technology in the near future.</p> <p>The school has a comprehensive number of policies that describe teaching and learning, thus creating a shared understanding across the school.</p> <p>PD is generally offered within the Braeburn schools group, but more experiences of PD in a wider educational context would be beneficial for teaching and learning.</p> <p>There has been some development in this as teachers have been sent to conferences, AISA and KWIS for example. Two teachers have been selected to take part in the NASA Hanniwell science programme in summer 2016. Teachers are also encouraged to use the free online PD courses offered by Futurelearn.com. Curriculum leaders work on PD with year group teachers on a regular basis. Teaching assistants are offered PD during vacation times.</p> <p>Other surveys mentioned include the self-evaluation survey, SEF, administered at the end of the school year and the School Improvement Plan, SIP, which is given across the school.</p> <p>The open door policy is appreciated by parents.</p> <p>Through CPD a range of teaching styles is being developed. This is an ongoing process.</p> <p>A range of co-curricular activities are offered to primary students on Wednesdays and on Fridays for the senior school. These are led by teachers and external experts. Instrumental music lessons are available which may take place during the school day.</p> <p>The whole-school activities are very popular with students and add to the culture of the school.</p> <p>Through the clear setting of targets and learning objectives, students are aware of their goals. Students who do not reach the set targets are offered booster lessons, additional help and</p>
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- Progress check (2 year olds)
- Termly summary
- Observations – planned and spontaneous
- Documented learning
- Children’s work
- Photos
- Learning journals
- EYFS profile (at the end of FS2)

Target Minimum Grade set for all students in the core subjects at KS1-2 and for every subject in KS 3-5.

Assessment for Learning to measure the set lesson objectives. Teachers provide students with feedback in line with the school’s marking and feedback policy on how students can improve their understanding and skills.

Home learning tasks are set to consolidate students’ learning.

Observations by watching students at work and making annotations.

Assessment of Learning is done twice a term through mid-term and end term tests in KS 2-5. Quantitative data such as mark lists and tracking sheets that show the scale at which the learner is operating at.

Use of student surveys to assess and evaluate students’ learning.

Appraisal cycle that is geared towards assessing students learning such as book scrutiny and lesson observations. Standardised assessments at the end of Key Stages.

Outcomes from inter school events enables us to measure our learning in co-curricular areas.

Area(s) for Future Attention:

EYFS portfolios to incorporate videos for sampling (Time and event sampling).

Digitalising teaching and learning by use of the Google Classroom.

The expansion of the EAL (English as an additional language) and the Additional Support Department.

Full implementation of the new Primary Curriculum of England and Wales including the new scales of assessment in all subjects.

Exchange programs for students and teachers.

revisions of the goals.

The school’s assessment for learning, marking and feedback policies address these issues comprehensively.

Digitalising teaching and learning has begun at Braeside using an online app. This allows teachers to set tasks that students complete at home.

The EAL and additional support departments have been expanded with the appointments of curriculum leaders in this area, however it would be advisable to continue to monitor provision as numbers grow.

The new National Curriculum of England Wales for primary aged students has already been rolled out in the core subjects.

Exchange programmes for teachers enabling them to learn and share knowledge with teachers from other schools is very positive. If the exchanges could even be extended beyond the Braeburn Group schools, this would bring in

	a new impetus in teaching and learning.
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>International Education Braeburn Schools Definition An education with a recognised cultural bias, often set in multicultural environment that promotes global interests and is founded on universal moral values acceptable to everyone.</p> <p>Braeside School promotes internationalism in these ways</p> <p>It is one of the four Guiding Statements and it is prominently featured in official documents and all rooms in the school.</p> <p>The various ways in which we promote internationalism is comprehensively discussed in the The School Reflections under the Guiding Statement above.</p> <p>It is anticipated that the new web page will have the provision to allow for the translation of some of its information into other languages.</p> <p>Area(s) for Future Attention: Involvement of parents in the celebration of the cultural events.</p> <p>Cognisance and celebration of globally recognised international days.</p> <p>Inclusion of more foreign languages in our curriculum e.g. Mandarin and Spanish which are widely spoken globally.</p> <p>Establishing further links with Higher institutions of learning where Braeburn Alumni are schooling.</p> <p>Representation of Braeside staff at International workshops and conferences.</p> <p>Establishing periodic teacher exchange programmes with other accredited International schools in a different cultural and geographical setup.</p>	<p>The Braeburn Group's definition of international education has been adopted by Braeside Schools. This has yet to be shared with the whole Braeside community, although it is practiced in full. Examples have been given in all sections of this report. The students believe they have respect for the cultures represented in the school and on the local community. They have commitments to community service in Kenya and other parts of the world. A next phase will be to evaluate the ways that the commitment to internationalism extends beyond surface understanding to an internalisation and lifelong commitment to global understanding.</p> <p>The Braeside definition of international education was developed during a heads' workshop in November 2015, but this has not yet been disseminated through the community and so teachers are not yet familiar with it.</p> <p>Internationalism is one of the guiding statements that teachers promote in their lesson planning and teaching.</p> <p>The new web page will be up and running in March 2016 and the languages used will be Kiswahili, French German, Spanish and Portuguese.</p> <p>The Friends of Braeside will be able to play a key role in such events.</p> <p>Teaching and learning at Braeside would be greatly supported and developed by increased teacher participation in the range of PD offered at international conferences and workshops.</p>
<p>Which of the "Areas for Future Attention" do you consider most urgent for your school? Why?</p> <p>Establish procedures for monitoring the success and impact of the Guiding Statements using data driven reviews.</p> <p>To ensure that we are meeting the needs of all our stakeholders, involving the school's community in present and future planning for whole school improvement.</p>	<p>Monitoring the success of the understanding and implementation of the Guiding Statements will be an ongoing project. As the school grows and the community changes it is central to the success of the school to keep in touch with these changes. Surveys, parent fora, teacher training and student input are some of the methods that may be used to keep in touch with the relevance of the Guiding Statements in daily life.</p>

<p>Full implementation of the new Primary Curriculum of England and Wales including the new scales of assessment in all subjects.</p> <p>To keep in line with current practise, to track using the new assessment after levels, to make the transition between our Key Stages and to other international schools offering similar curriculums a natural step.</p> <p>Inclusion of more foreign languages in our curriculum e.g. Mandarin and Spanish which are widely spoken globally.</p> <p>To prepare our students to be global citizens and to fit into the international society and be competitive and fully prepared further education and career opportunities.</p>	<p>The school is involved in implementing the new primary curriculum and the assessment. This has been initiated by the Braeburn Group but will take time to become fully practised.</p> <p>The introduction of additional foreign languages remains a plan for the future.</p>
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SECTION 3 – THE FUTURE

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

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>With the speed of development of technology, and its ramifications in terms of the future of the job market we need to ensure that we are preparing our students with the skills required to succeed. As a group of schools, we are currently writing a plan for interactive learning and the perceived future in these regards.</p> <p>We envisage our students to see themselves firstly as international and intercultural students by offering a wide range of opportunities and options within the curriculum and as cross curricular activities. We are deliberate in exposing our students and staff to internationalism, cross culturalism through activities, trips and school events.</p> <p>We will continue to nurture leadership, teamwork, entrepreneurship, environmental awareness, community service, critical thinking and empathy through our programs.</p> <p>We will be vigilant in keeping track of global trends in education and modify our programs appropriately. This will require continued commitment to professional development and investment in resources.</p> <p>One challenge we envision will be the potential for a swiftly changing market due to political, social dynamics and other matters outside of our control.</p> <p>The lack of exposure for locally trained personnel to good international practice.</p> <p>Ability to set the school fee to the level required to adequately meet our budgetary demands.</p> <p>With our five year school development plan and the Board's Strategic Plan which goes beyond five years, as a school, we are</p>	<p>The Braeburn group leads the way for member schools to invest in the future through group planning. The Guiding Statements commit the schools to preparing their students to be successful in further educational ventures and independent learners. This is clearly outlined in their report above. The need for development in technology is a focus today, which will prepare the students for tomorrow. The ongoing review of the Guiding Statements to ensure they look to the future is an important part of the annual planning.</p> <p>With additional opportunities for the teachers to be in touch with current educational trends in the greater community will be an important investment for the school.</p> <p>The recognition that there are political trends locally and worldwide that will have an impact on decision making in the educational realm is already an area that has an impact on hiring and sustaining the educational programmes of the school.</p>

preparing to meet the needs of the next generation in many ways.	
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**PART III
SCHOOL DATA**

School Name:	Braeside School
Address:	P.O Box 25578, 00603 Lavington Nairobi Kenya
Date of most recent Team Visit:	5th -11th February 2011
Date of the 5-Year Report:	8th- 10th February 2016

At the time of the last Team Visit	Total student enrolment was:	868
	Age range was:	2- 18 year olds

At the time of this 5-Year Report	Total student enrolment is:	936
	Age range is:	2- 18 year olds

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Gladys Wahinya - Chair Wallen Nyamota- Co Chair Andy Hill Jennifer Kaumbulu	Head teacher Primary. Headteacher High School Executive Headteacher School Braeburn Group Teacher Training Manager	Section 1a Context & Process
Committees(According to 8th Edition)		
Committee A Margaret Kinyanjui-Chair Joel Ndung'u-Co Chair Richard Auka Josephine Bongo Anne Kuria Naju Carolyn Muronji Simon Kibe Susan Wanjiru	Assistant Admin & Pastoral HT Pri Deputy HT Pastoral Secondary Mathematics Curriculum Leader Science Curriculum Leader MFL Curriculum Leader Form Tutor & English Teacher Humanities Head of Department English Head of Department	Section 1b Progress On Visiting Team Recommendations Section 2a Action Plans Committees Section 2b Accomplishments and Challenges
Committee B John Karanja-Chair Judith Mwangi-Co Chair Grace Mwenda Mary Beatrice Karimi Fridah Miriti Mary Amimo Florence Wachira	Deputy Headteacher Secondary Assistant Headteacher Primary Year 3 Group Leader German Teacher Year 4 Group Leader Year 3 Class Teacher	
Committee C Andy Hill Job Buoro Anne Bishop	Executive Headteacher Assessment Coordinator Group Secondary Education Man.	
Committee D Wallen Nyamota-Chair Rowland Njagi-Co Chair Rachel Yongo Benson Maina Margaret Rubiro Grace Mwenda Diana Odipo Elizabeth Kamau James Kanene Richard Musau	Headteacher Secondary BTEC Coordinator Year 12-13 Coordinator Assistant Assessment Coord. Year 2 Group Leader Year 3 Group Leader Geography Curriculum Leader Human Resource Manager Transport Coordinator Catering Officer	
Committee E Alfonse Kioka-Chair Clement Rotich-Co Chair Monica Waiboci Joan Kiplagat Hilder Chacha Pauline Kamuti Millicent Mathu	Additional Support Curriculum Leader Pry Additional Support Teacher EAL Curriculum Leader Primary EAL Teacher KS3-5 School Counsellor School Nurse	
Committee F Winnie Mbithe	Middle School Coordinator	

<p>Ziprosa Agneta Magero Rhoda Meli Carol Kagunyi Judy Gaiko Gavin Makuba Javan Amwayi Irene Ngahu</p>	<p>Year 5 class Teacher</p> <p>Assistant HT Primary EYFS & Yr 1 Year 5 Group Leader DT & Art Leader</p> <p>Art Teacher and KS3-5 Clubs' Coord.</p>	
<p>Committee G Agnes Gachagua - Chair Moses Nyongo - Co Chair Anne Luvai Patrick Kariuki Silas Ochola Stephen Kanja Priscilla Wanjeri Evelyne Omwega</p>	<p>Assistant Headteacher EYFS & KS1 Upper School Coord. History Curriculum Leader ICT Curriculum Leader</p> <p>Year 6 Group Leader</p>	
<p>Guiding Statements Brainstorming Teams(April 2014) Future Areas</p> <p>Teaching and Learning Wallen Nyamota Joel Ndung'u Winnie Mbithe Henry Oboo Rachel Yongo Judith Mwangi Agnes Gacagua</p> <p>Internationalism Brainstorming Team Head teachers</p>	<p>Entire Teaching & Administrative Staff Head teachers</p> <p>Headteacher Secondary Deputy Headteacher Secondary Middle School Coordinator Upper School Coordinator Year 12 & 13 Form Tutor Assistant Headteacher Academics Assistant Headteacher EYFS & KS1</p> <p>Teachers & Administrative Staff</p>	<p>Section 2c Core Principles</p>
<p>Andy Hill Wallen Nyamota Gladys Wahinya</p>	<p>Executive Headteacher Headteacher Secondary Section Headteacher Primary Section</p>	<p>Section 3 The Future</p>
<p>Andy Hill Trizah Nderitu & Anne Lutta</p>	<p>Executive Headteacher Head teachers' Secretaries</p>	<p>School Data</p>

SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):	
Director/Head of School Name: Andrew Hill	Signature:
Director's/Head of School's E-Mail Address: Andy.hill@braeburn.ac.ke	
Board Chair Name: Anne Bishop, Rob Williams	Signature:
Board Chair's E-Mail Address: Anne.bishop@braeburn.ac.ke rob.williams@braeburn.ac.ke	
Date: 17 th December 2015	

**PART IV
CONCLUSION BY FIVE-YEAR VISITORS**

NOTES FOR VISITORS

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

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

VISITORS' COMMENTS

Braeside School has a commitment to improvement across all areas of teaching and learning and the progress made throughout the school is commendable. The Guiding Statements are visible and real and the sense of lived internationalism is palpable. The accreditation process has brought an additional focus to this across the school for the entire Braeside community.

The students, parents and teachers are all enthusiastic about the community of Braeside and the learning it encourages. Their enjoyment in being part of this community is powerful and will continue to support the school in its drive for improvement and excellence.

The teaching, support and auxiliary staff all support the Braeside mission, and this is not only recognisable in the classrooms but also in the care and attention given to the students, the facilities and grounds, which are all respected, nurtured and a source of great pride.

We wish to express our thanks and appreciation to the management and board of Braeburn schools, the administration, faculty, students and parents of Braeside School, who so willingly shared their time and energy with us.

We wish Braeburn School every success as it continues to strive for school improvement to further develop students' learning and well-being.

We recommend that Braeburn School continue to be recognised as a CIS-accredited School.

Visitor's name: Kay Mongardi

Visitor's position: CIS SSEO

Visitor's name: Patricia Mertin

Visitor's position: CIS Visitor

Date:15 February 2016