



COUNCIL OF
INTERNATIONAL
SCHOOLS

THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

Journey to Excellence in International Education

School Improvement through Accreditation

SCHOOL	Braeburn International School Arusha
COUNTRY	Tanzania
VISIT DATES	4 – 6 May 2016
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*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.

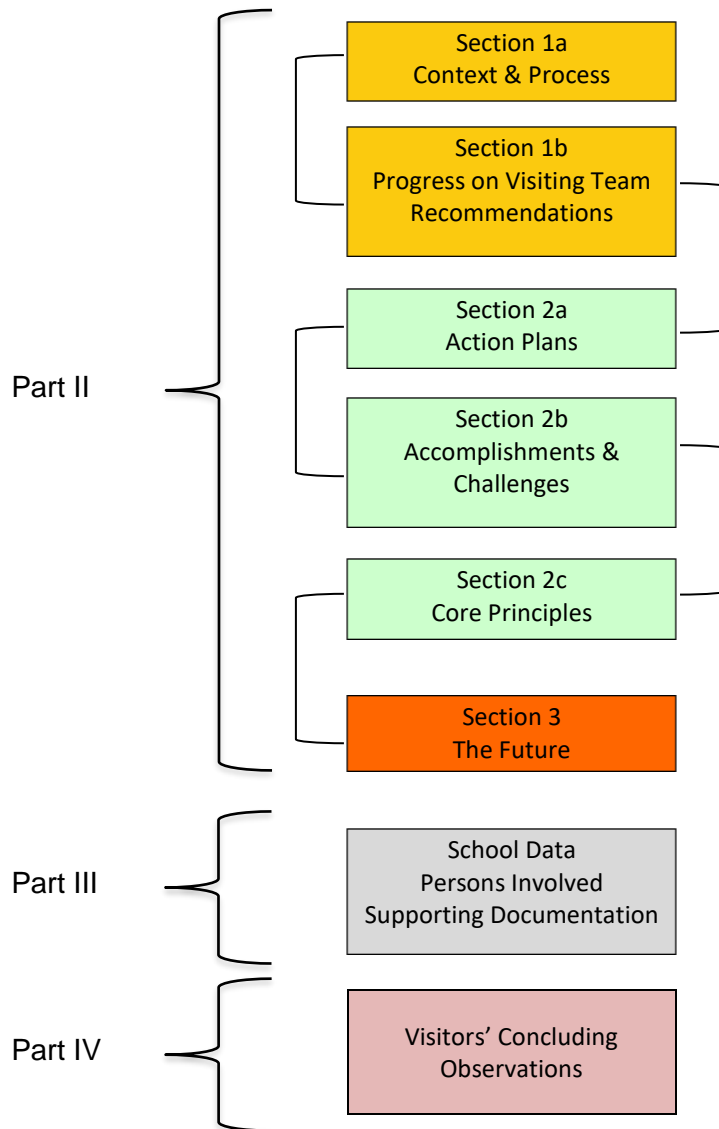
RESOURCES

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	
<ul style="list-style-type: none"> • Describe the school's accreditation and school improvement history. • Describe how this report was created and who was involved. • Describe any particular challenges encountered in producing the report. 	
SCHOOL COMMENTS	VISITORS' COMMENTS
<p>The school's accreditation and school improvement history</p> <p>Braeburn International School Arusha became a member of CIS in September 2011, following the completion of the May 2011 first report (Please see attachment). The developments and improvements we made in our first year are summarized in our first year accreditation letter, also attached. Since our last report we have changed our official name to become 'Braeburn International School Arusha' and we have become a member of COBIS. We have re-visited our Philosophy and Objectives and have condensed them. We have focused on the features that make us an 'International' school and have tried to develop our 'Internationalism': through workshops; re-visiting the curriculum; enrichment days; and celebrating our international community through art; news; and practical projects.</p> <p>The UN has pulled out of Arusha affecting our numbers for a couple of years, though they seem to have stabilized now. Nevertheless, although the numbers in the school as a whole have decreased – the numbers in secondary have risen from 139 (June 2010) to 201 (June 2015). Our sixth form has especially grown. 17 (June 2010) to 60 (June 2015) We have improved our provision in the sixth form: offering vocational BTEC courses alongside A levels. All our students over the past 4 years have been given offers to universities (though not all of them took up the offers). Our IGCSE, A level and BTEC results have consistently improved since our last report though the IGCSE results for 2015 were not as good as for the last three years. This was because we took a number of students from a school that suddenly stopped offering IGCSE in Year 10. 78% of the students we had taught for 3 years or more before the IGCSEs gained 5 x A*-C grades, which was comparable with the previous years.</p> <p>The school has bought a plot in Njiro to build a combined Early Years and KS1 feeder school and we hope this will be open in Jan 2017. Since 2010, the school has become more cohesive and there's more joint training and planning and more movement between staff and the two campuses. In addition, Braeburn has recently started a primary school in Dar es Salaam (Sept 2015), which has enabled us to collaborate on improving procedures and policies specific to Tanzania.</p> <p>We have also built a new boarding house for both boys and girls on site, and this has proved popular and the numbers of students in boarding has increased since the last report: 38 (2010) to 52 (June 2015) with a real rise in the number of girls who are boarding (from 8 in June 2010 to 26 in October 2015).</p>	<p>Braeburn International School Arusha has a limited turnover of staff and most of the members of the groups with whom the CIS team met during the visit were the original committee members. They provided valuable input into the process and background to the considerable progress which has been made since the first visit.</p> <p>The Philosophy and Objectives have been a major focus, both in reviewing and formulating a clearer statement and in its dissemination to the whole community. In the School Comments, the comprehensive approach has been detailed. Because such a wide range of groups in the community had input, teachers, parents and students are confident in discussing the statements, how they apply to them personally and how the statements are referenced in the daily functioning of the school. The school is to be congratulated for involving so many stakeholder groups in this process and for using the Philosophy and Objectives as a vehicle for developing international mindedness.</p> <p>The most visible improvements come in the form of the physical facilities, not only in response to the recommendations. Details of the buildings added and the renovation of others are detailed in the School Comments, as are the improvements to resources. The boarding facilities have been moved on site and the new facilities, combined with the support offered by caring staff have led to increasing numbers. There has been a concerted effort to improve maintenance and upkeep and develop the skills of ancillary staff. This area continues to pose challenges, but the new procedures being introduced will lead to greater consistency. A concerted attempt has been made to make the city</p>

In terms of building developments over the last 5 years: we have added an extension to two of our staff houses to make 3 bedroom houses, which are better for families and we have extended our library and improved our wireless provision. All secondary classrooms now have projectors and a computer in every room and there is an interactive whiteboard available for each year group in the primary school. We have renovated our 3 labs and built a roof over our Amphitheatre, making better provision for our growing music and performing arts departments. We have added four more classrooms to the primary school and moved the Early Years class to the primary school and out of the club house. We have built a drama classroom, a sixth form study room, two sixth form seminar rooms and a sixth form common room. We have also built an Auxiliary Staff locker room; In June 2010, students sat exams in the Art room, later we made alterations to the squash courts so that we now have a hall for exams and wet-weather PE or dance lessons. For the last report, we did not have any facilities on the school field. Now we have built toilets and a PE store on the field.

We have improved the provision of a number of subjects and extra-curricular activities within the school: All students in Year 4 learn a musical instrument and are supported by secondary mentors and music teachers; students can choose to access ABRSM theory lessons OR the computer qualification, ICDL, as part of the curriculum in Y7-9; the Languages Department offer the French DELF exams to students in Y4-13; We have introduced Spanish and German as an option in KS4 and 5; We enter students for MIDYIS and ALIS (aptitude tests) to help us set realistic targets for them; and we have become a registered centre for LNAT and BMAT (pre-university tests for Law and Medicine); Our students take part in the MUN and we have now registered with the International Award instead of only offering our 'home-made version' of the scheme; We have developed a 'Sixth Form Survival Course' to support sixth formers in their move to universities overseas; In the last five years our students have composed, performed, and recorded two CDs and have adapted a couple of Shakespeare Plays to make them relevant to 21st Century African audience. They have performed their music and dance in Nairobi, Arusha and Dar es Salaam. Sport has improved and we have started to win many basketball tournaments and swimming galas. We have employed a full time swimming coach and a part time counsellor – who supports the school three days a week and serves students, parents and staff in both the primary and secondary sections.

The Senior Leadership team have changed, although all of the members of the new team are long-serving members of staff who were involved in the initial self-study. The management structure of the school has also changed: We have outsourced the sale of school uniforms and the school kitchen. We have also invested money and time into training the middle management and in improving systems to make communication between departments better. We have worked on making expectations clearer and departments more accountable. We have improved the training on offer and all auxiliary staff are able to gain training in English or IT on Saturday mornings. In addition department specific training in gardening, driving, first aid etc. have been offered. Teachers have also benefitted from more training: on-line; in Nairobi and from facilitators who have visited from the UK. We have published a staff handbook and a Staff Regulations and Personnel Policy booklet. We have set up

campus an effective environment for teaching and learning, and the new centre being constructed for Early Years and KS1 will be a welcome addition. Every effort has been made so that the two groups have the same ethos and share planning, resources and experiences as much as is physically possible.

There has been more cohesive and planned approach to professional development across the school, for both teachers and Teaching Assistants. Curriculum has also received considerable focus, with attention being paid to more effective home learning and differentiation. The introduction of vocational BTEC has provided an alternative and highly successful career path for some students. IGCSE and A Level results have continued to be of a high standard.

In line with improvement of the curriculum, activities outside school which develop social, artistic and sporting dimensions have also been extended and have contributed to the self-confidence of the students. There is an active approach to improving and extending community involvement and community outreach. Successful programmes are in hand to improve the skills of ancillary staff, and teachers and students give freely of their time in environmental, charity and community building projects. There is a great deal of 'give back' to the people of the local area.

a union for our Auxiliary staff and have introduced the National Health Insurance Fund. Our school published material has been up-dated and improved, as has our weekly newsletter, which is now digital. We have developed more community links and offer a Saturday school every weekend which staff and students from both sections of the school support.

How was this report created and who was involved?

All the teaching staff and many of the support staff have been involved in producing different parts of this report: To review our Philosophy and Objectives, the SLT sent questionnaires home to parents and students and reviewed their comments; we split our teachers and teaching assistants into vertical groups to review the statements and to condense them into key words. In PSHE we also asked the students to work in groups to review the statements and to identify key words. From the feedback, the SLT condensed the aims and then gave the revisions back out to staff and students to identify concrete examples of how each of the aims are illustrated. The SLT collated all the feedback and suggested a condensed version of our Philosophy and Objectives which was shared with the board, parents, students, teachers and auxiliary staff and once again feedback was gained and the condensed aims accepted and shared.

We created a working party with representatives from all parts of the school, to review the progress on the visiting teams' recommendations. The group collected evidence to support their views, which was passed onto the SLT to discuss and agree.

For the Teaching and Learning Section, we worked in both horizontal and vertical groups to identify significant accomplishments and challenges over the last four years. The comments were collated by the different Heads of Departments or Key Stage Co-ordinators and brought to the SLT meeting to summarise. For the other headings in the 'Accomplishments and Challenges' section, we created smaller working parties (as we did for the first visit) and each group fed back and their responses were discussed in our SLT meeting.

Finally, we dedicated one of our inset days to looking at what we mean by Internationalism in the school, and how we promote it. We shared ideas under different headings on sugar paper and each group moved around the hall to add to the ideas. The second part of our inset day focused on what we can do to make things better.

Describe any particular challenges encountered in producing this report.

The whole school has been involved in producing this report at different stages, and so it was a big undertaking that required time and planning. We also need to harmonise the expectations of the 7th and 8th edition.

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 Board and Administration plan for and implement a cyclical review cycle for the School’s Philosophy and Objectives.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Board and Administration work with the teaching staff to identify ways to monitor and assess the effectiveness of the Philosophy and Objectives as they are put into practice.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

NOTE ON SECTION B:

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):		Early Years	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The Board provide funding to allow for the acquisition of additional library materials and replacement of worn books.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Administration widen the scope of professional development available to the Early Years Centre teachers and teaching assistants and ensure that this includes training relevant to early childhood.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):		Primary	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The Administration examine ways to provide training for class teachers to better inform them of teaching strategies in working with EAL students.	IP	IP
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):		Secondary	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	The School seek to ensure greater vertical articulation of the curriculum, for a smooth transition between grade levels.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Administration ensure an on-going evaluation of lesson plans to improve pedagogy.	C	C
	Recommendation # 3	FRPP	5 Yr.
	The Administration and teachers put in place a formal curriculum review cycle for all subject areas of the Secondary School curriculum.	C	C
	Recommendation # 4	FRPP	5 Yr.
	The School increase funding for professional development throughout the Secondary School in order to allow for increased subject specific training.	C	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):		Primary & EYC	
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8th Edition)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
	The Board arrange for school governance and management training for all its members.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Board publish a policy manual which serves as the main reference for the school community is accessible to all its constituents.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Board define in writing the roles and responsibilities of each of its members.	C	C
	Recommendation # 4	FRPP	5 Yr.

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

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
	The Administration set up a monitoring procedure for periodic updating of all school documentation relating to staff.	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The Board and Administration widen the professional development provisions for staff and allow for increased subject-specific training.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
	The Board and Administration consider the separation of the Learning Support Department into separate units of SEN and EAL in order to better respond to the specific needs of the students.	IP	R
	Recommendation # 2	FRPP	5 Yr.
	The Board and Administration ensure that teachers who provide EAL support are suitably trained and qualified.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Administration designate a room at the Early Years Centre to be used as a sick bay and properly equip it for this purpose.	IP	C
	Recommendation # 4	FRPP	5 Yr.
	The Administration make certain that all staff are familiar with first aid procedures.	IP	C
	Recommendation # 5		
	The Board and Administration formalise and publish policies relating to student safety on school grounds and field trips.	IP	C

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

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
	The School improve the infirmary infrastructure including to provide privacy for ill and on-site toilet facilities	IP	C
	Recommendation # 2	FRPP	5 Yr.
	The School create a system for evaluating the library services and resources for assessing their effectiveness to support teaching and learning.	IP	C
	Recommendation # 3	FRPP	5 Yr.
	The Administration institute safer emergency evacuation procedures.	C	C
	Recommendation # 4	FRPP	5 Yr.
	The School better maintain their facilities to ensure higher safety standards, including more durable repairs to buildings and grounds.	IP	IP

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

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
	NONE		
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

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

SECTION 2a – ACTION PLANS

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

Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
<p>B1 The Administration examine ways to provide training for class teachers to better inform them of teaching strategies in working with EAL students.</p>	<p>10 members of staff attended an inset in Nairobi on 'Meeting the Needs of EAL Learners' with Ros Ferrara. They fed back to the rest of the staff. We have held a number of insets on how to cater for EAL learners in class including using the following:</p> <ul style="list-style-type: none"> - Cloze passage - Labelling diagrams - Structuring activities - Questioning the text - Reading aloud - Re-structuring the text - Identifying key vocabulary - Role play - Visual Aids - Advanced organiser - Creating speaking and listening or writing frames - Language function - Graphic organisers <p>In addition, EAL students are withdrawn from Foreign language classes to further their English skills in smaller groups.</p> <p>Create one system for assessing EAL stages that is recognized and used across the whole school.</p>	<p>All teachers feel confident in supporting EAL learners in their classrooms.</p>	<p>Ongoing</p>

<p>F4 The school better maintain their facilities to ensure higher safety standards, including more durable repairs to buildings and grounds.</p>	<ul style="list-style-type: none"> - To meet regularly to evaluate the strengths and weaknesses of our current maintenance system. - To form a team to design and implement a new system including getting a range of staff to report maintenance issues. - To improve the planning and preparation of work to be done. - To ensure that each job is evaluated. - To motivate our staff by designing a system to reward and recognize those that work beyond expectations. - To offer training and support to the site manager. - To find a way to improve the communication between the site manager and staff who have made requests. - To further use the school council and enrichment groups to suggest and contribute to some of the projects around the school. They should be given the chance to evaluate developments around the school site on a more regular basis. 	<p>The school's ongoing maintenance and repairs are done efficiently and safely.</p> <p>The schools facilities and buildings are well looked after and in a good state of repair.</p>	<p>Ongoing</p>
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VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The school acknowledges the need to strengthen the support provided for EAL learners. The majority of the students will have English as an additional language and the school may be their primary opportunity to use English as more than a communitive level. A whole-school EAL Coordinator assesses students on entry to find their operating level, prepares a profile and provides follow up strategies. In-service training is also provided for the teachers. Workshops have included 'Questioning', 'Vocabulary Development' and 'Developing High Standards'. 10 members of staff were funded to attend specific in-service training opportunities in Nairobi. Language support in this particular school setting would benefit from a more defined programme.

To take into account teacher turnover, and the changing demographics of the student population, it would be beneficial to plan for a rolling schedule of training to cater for the needs of the EAL student in the mainstream classroom.

The school has made moves towards developing a consistent approach towards assessing the operating level of a student in English. Further development of this and continued liaison between sections will lead to a more efficient use of resources.

Maintenance support in the school has been strengthened by providing a more organised system for reporting areas of need. A school-wide Operations Manager has been appointed and will be responsible for further development in this area.

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

School Guiding Statements (A):

A1: Clear Mission, Vision and Objectives

Our school's guiding statements have been reviewed by the whole school community and condensed to match up to the key words in the Braeburn Circles. The new statements have been included in all our recent publications and are displayed around the school. They also been translated into Swahili and discussed in a workshop for auxiliary staff.

A2 & A3 Demonstrate a commitment to Internationalism

The school has spent some inset and staff meeting time defining what internationalism means to us. We have identified the many avenues we use to celebrate and promote inter-culturalism and have identified further ideas for development. The school actively promotes internationalism through the curriculum; PSHE; enrichment activities, sport, extra-curricular activities, events and career advice. We have a partnership with Alliance Francais and we support students to develop their language skills and offer exams in French, Swahili, German, Spanish and Dutch. Swahili and French texts and films are available in the library. All students now watch/read and discuss an item of world news every week.

Many students have started to support the Saturday School for children in our local community; secondary students also support the Music Keys programme in the Primary School and the Toe by Toe reading programme. The student council has supported a number of charities over the last 5 years including Heshima, an Albino charity and The Plaster House. In addition, they have raised money for their chosen charities. The students have been involved in rejuvenating the school wetlands and have requested that a position of 'Environmental' Prefect, be added to the prefect team. This was approved and the position added in June 2015. The prefects have worked together with the leadership team in setting up a system of recycling to deal with the school waste.

A4: Alignment between our Guiding Statements and Admission Policies and Practices

The school's promotional materials have been up-dated and improved and project a realistic picture of the school and its missions, objectives and programmes. As a result parents are able to make an informed decision as to the suitability of the school for their children. Our flexible approach to the curriculum and the range of BTEC subjects means that all our students are able to access learning and achieve. Lower down the school DELF and the enrichment programme also

VISITORS' COMMENTS

BISA has been very active in making the Guiding Statements available to all members of the school community. The translation into Kiswahili has given the auxiliary staff more understanding of what the goals of the school are and how they are part of these goals. Interviews with the students and parents revealed genuine understanding of the philosophy and mission and how it is used throughout the school.

The enrichment programme includes opportunities for the students to take an active part working with children from the greater community around the school through the Saturday School. The school is open on Saturday morning for children from the area around the school who come for English lessons, activities and swimming. BMIS students from Year 4 and upwards assist in offering these activities. The Librarian has English lessons at lunchtime for the auxiliary staff who are interested

Secondary school students have five days between terms when they are off-timetable and take part in a variety of activities which support the greater community. The admissions process includes testing in English language, mathematics and science. Students are placed at the appropriate English level which may mean a year lower than the last school experience for those coming after the Early Years levels. The English support programme is by total immersion with the classroom teacher being supported by the Inclusion department. In the secondary school English language support is given by the class teacher.

Although continuing promotion of the guiding statements is mentioned as a challenge, great progress has been made within the school community and further planning is addressing this challenge.

Admission practices are in line with the Guiding Statements and the programmes the school offers.

The website of the school is under renovation. It will be more user friendly and focus on all aspects of the school.

<p>enable all students to be successful. Admission forms have been updated and new student interviews introduced to ensure we evaluate how our new students are settling in and whether they are coping with the programme they have been placed on. We have also evaluated and improved the system for appointing the prefect team and have invested in training for all our prefects. Job roles and responsibilities have been made clearer and prefects are able to reward good behaviour. The appointment of the House Captains and Student Council have also been reviewed and improved. The vocational BTEC courses continue to enable students to take different leadership positions around the school and organize events like Bonfire Night; promote school plays and take a lead in producing the Year Book.</p> <p>Challenges: It is challenging to ensure that our publications are constantly kept up-to-date – as it is cheaper to do bulk printing. This means that when the Philosophy and Objectives are revised, there's often a 'lag' before they are shared in all our publications. We have also found it challenging to find original ways of making the vision, aims and objectives meaningful for our parents and students. We plan to display our new aims and objectives in posters around the school. We continue to discuss imaginative and creative ways of getting teachers to refer to them regularly.</p>	
<p>Teaching & Learning (B): B1: The school's Curriculum Our teaching and learning policies have been reviewed across the Braeburn group, as well as in school. Specialist teachers are now teaching in the Early Years Foundation Stage. We are in the process of adopting the new UK National Curriculum across the school and are working on adapting it for our international setting. We have introduced free theory lessons within the KS3 music curriculum and new courses eg. BTEC Business Level 2; BTEC level 3 Music, Performing Arts, PE and Media and IGCSE Spanish and German; and DELF French. Further up the school, our timetable enables students to be flexible and choose an individual path that works for them. They can mix and match qualifications and programmes so that they choose from IGCSEs, A level, BTEC or IELTS and ACT classes. Finally our links with our schools in Nairobi are better and provide greater opportunity for students.</p> <p>B2: A Curriculum that promotes challenge Students are made aware of the different learning styles within PSHE and from information in their planners. They are encouraged to identify which learning methods suit them best. Projectors in all the classrooms in all year groups enable students to learn from Media as well as print-based texts. Our teachers are encouraged to share creative ways of supporting the students in their learning, through staff meeting and inset time. Through these sessions we have shared creative ways of using the interactive white board, creating blogs to share ideas and essays, working on live performances of set texts eg. <i>Othello</i> or <i>Julius Caesar</i> and celebrating World Book Day or Pi day. Our curriculum trips are more purposeful and the Science fair in Nairobi, every</p>	<p>The curriculum includes the Cambridge model in the Early Years and Primary school through Year 9 with IGCSE, A Level and Edexcel BTEC in the Secondary School. In-service training (INSET) and online professional course support the teaching faculty in their delivery of these programmes. Differentiation has been addressed during INSET for all teachers and Teaching Assistants. In the Primary school the Teaching Assistants enable small groups of students to work within their own learning style. Resources are appropriate for creating a variety of activities. Informal assessments may also be varied with summative assessments at the end of each term.</p> <p>In the Secondary School, individual student's needs may be identified by using the result of assessments and differentiation plans are written into the schemes of work and lesson plans as well as given as home learning. However, during lesson observation classes appeared to be more undifferentiated in terms of the work students were doing. Students who are more able academically are identified and listed in a register. There is support from the Inclusion programme. They may take early exams.</p>

third term motivates outstanding students in KS3.

B3: The Written Curriculum

Since our last visit we have plotted out the curriculum from FS1 – Y13 to enable parents, students and teachers to see the connections and development of the curriculum. Vertical meetings are built into the calendar once a half term to share planning and to moderate assessments. Horizontal department meetings are planned (wherever possible) into the timetable. SOW are written, collated and shared on the server for all staff to see and are available to give to parents if requested, or late admissions, when necessary. SOW are evaluated during department and staff meetings and amendments made, as a result. The school has worked hard to improve the transition from EYC to Primary, from Primary to Secondary, from IGCSE to Sixth Form and from Sixth form to University. Many of the ideas we have implemented in the sixth form for instance. The survival course and the budgeting workshops we now offer, have come from feedback from our students in University – telling us what they wished they had known. We now keep in touch with many of our ex-students and encourage them to return to school to share their experiences with the remaining students.

B4: A Curriculum enhanced by the Host Country and the School Community

Kiswahili is compulsory and is taught from FS2-Y9. Students benefit from oral story tellers and local writers during book week; All of our trips from EYC up to the sixth form explore and celebrate our host country eg. The Early years visit the emergency services in Arusha and a bee project; The Biology and History departments explore early man through a visit to Olduvai Gorge; Coastal History and Geography are explored in the Y6 trip to Pangani; Students take part in the MUN in Nairobi and work experience is established and developed in big companies in Nairobi. Our students support the learning of local children through their involvement in our Saturday School and they raise money for local needs as they arise. Eg. Albino charity. Visits from UK schools help us to exchange best practice and regular summer trips from Ming Dao in Taiwan, help us to offer joint projects between us, Taiwan and a local school. Last year we created a film on the importance of recycling. Finally the fact that our students feel at home in universities around the world shows that our students leave as confident global citizens.

B5: Commitment to Professional Development

Since our report 5 years ago, more of our teachers have benefited from improved CPD: either offered on-line through our exam boards – CIE or Edexcel or training bought in by the group in Nairobi; we have made links with Eltham Hill School in the UK and they come out once every two years to train and share expertise. A couple of teachers have benefited from the PGCE(i) offered by Nottingham and in addition we are paying for another member of staff to study a correspondence degree in Digital Media and another to study a qualification in assessing student special needs. For the first time ever, we organised an SLT leadership weekend – to

Planning time is included in the schedule with vertical transitions being highlighted across the school. Horizontal planning happens in the Primary School but is more difficult to plan at the secondary levels given the requisite content for the exam courses. Curriculum mapping has also had a positive effect on the written curriculum.

As mentioned in other parts of this report, the students and teachers are very involved in the greater community and Tanzania. There is support for a number of programmes locally including an orphanage for the albino children, Saturday School on campus and a teacher training opportunity for teachers from a local school. Field trips within Tanzania take advantage of the rich historical and anthropological opportunities that exist.

Professional development is an area the school has been working on. The recommendations regarding opportunities for all staff to become comfortable with EAL techniques to support EAL students in the regular classroom have been presented and there is ongoing support. The EAL programme is being restructured and this is addressed in Section E of this report.

focus on strategic development and to look at how to make the school more efficient. We organise a lot of in-house sharing of good practice in our weekly staff meetings. Finally, using two teachers in our appraisal process, instead of one makes the appraisal system more rewarding.

B6: Varied Teaching and Active Learners

Much of our inset has been focused on active learning and as a result students are able to access the curriculum at all levels, through differentiated activities and are engaged in their learning. Since our last visit, more cross curricular learning has been developed across the school: It forms the basis of all the Creche -Y6 teaching and has been extended into specialist subjects eg. Making circuits through science in Y6 French and in secondary BTEC Music and Business collaboration; Music and Performing Arts joint projects eg. The Musical unit. World Book Day – which runs across both sections of the school in vertical groups and Y7 Enrichment mornings. Whole school enrichment days encourage members of staff and students to collaborate and engage in a variety of projects outside the classroom and in vertical groups. EAL students are largely supported within the classroom, though they are withdrawn from an additional foreign language to work on specific language skills.

B7: School Support for the Curriculum

Since our last report we have improved all three libraries, by investing more money into the buying of books and in appointing 'teaching librarians' who are able to lead a lot of reading-related activities. We have improved all three spaces to make them lighter, brighter and more welcoming. We have raised the profile of reading throughout the school through competitions and reading programs, as seen in the student planners and through our parent workshops. We have increased our indoor and outdoor learning space for teaching and learning. EYK has moved down from the club house to the main school and we have improved and renovated the science labs. We have installed projectors and speakers in every room in secondary and interactive white boards in every year group in Primary. We have appointed an IT Assistant to support the IT technician and we have changed our internet provider and increased the band width. The quality of recruitment has improved and as a result we are employing better teachers.

Differentiation to ensure all students have an opportunity to access the curriculum has become a focus for the school. Schemes of work and lesson plans include specific reference to techniques to meet the needs of all learners. Students working in small groups with a variety of learning activities taking place were observed in the Primary School classes. The additional teachers were an important part of supporting the students. Secondary classes appeared to have more standard approaches to learning in the classroom.

A recent university graduate has joined the school as librarian. She visits the EYC weekly and looks after the Primary library and the Secondary library on the main campus. The collections have been 'weeded' and there is ongoing updating with input from the teachers and the students. The librarian has guided reading and comprehension strategies classes once a week for Years 7 through 9. She also leads the daily English language classes for the auxiliary staff.

There are two ICT laboratories with regularly scheduled classes for the Primary School. From Year 7, digital technology is used in subject courses by the class teachers. In addition to the laboratory PCs, there are some laptops available and senior students may bring their own devices. There have been training sessions for the teachers on the use of technology. Primary teachers commented on the lack of information in acquiring appropriate software to support the classwork. There does not appear to be an educational technology support staff member who would be able to assist the teachers in selecting digital resources.

The fluctuation of the electricity supply has resulted in the school generator being used to provide continued access to digital resources and internet. Technology is a dedicated subject in the Primary School and is used in class in the Secondary School. Interactive white boards are available in some primary classrooms and shared within a class pod. Little use was seen during the

B8: Assessment

AFL is now embedded in the school and is being used by all teachers confidently. Students are assessed in a wide variety of ways including self and peer assessment as well as formal teacher assessment. Students are assessed regularly and key assessment data is kept on ISAMs and reviewed by the SLT. Students who are underachieving are mentored and students who are doing better than expected are identified and praised. The whole school marking policy has been revisited and rewritten.

B9: Curriculum Review and Revisions

We have started to implement elements of the New Primary Curriculum and are beginning 'Assessment after Levels' in Science, with a view to extend to other subjects in the coming months. The curriculum is reviewed after the IGCSE and A level results come out and changes are documented and implemented as a result. Our planning and delivery throughout the school is evaluated and reviewed within our formal planning meetings on a termly basis, as well as through informal discussion across the sections. We also keep abreast of current educational practice through COBIS and through the inset provided by the Braeburn Group. We plan the timetable to enable our sixth form to enjoy maximum choice of subject and course and to enable the primary section to have greater collaboration and increased teaching time in the morning. We have also included more subjects for the students in EYC and we give parents the option of having a year 1 in town. We have introduced the Music Keys Program for the Year 4 students, making it compulsory for all children to learn a musical instrument for 6 years. (From Y4-9)

B10: Recording, Analysing and Reporting Progress –

Over the last five years we have had much more of a focus on student progress and we have introduced a system of tracking that enables us to see how each of our students is performing. We use the Key Stage SATs, teacher assessment as well as MIDYIS and ALIS to set realistic benchmarks and to raise expectations. Our results have continued to improve every year since our first visit and all our sixth formers continue to gain realistic University Offers. The whole school uses ISAMs for collating data and writing reports.

Challenges**B1: The school's Curriculum**

For subjects like German and Spanish where the needs are only a few hours a week – it is difficult to find part time staff. Our Dutch community would like us to offer Dutch – but we are unable to recruit a member of staff for just 6 hours a week.

B3: The Written Curriculum

We need to use online resources in Primary and Early Years

visit – perhaps additional insets on their application would be beneficial. Senior students may bring their own devices. So far there has not been a developed plan for integration of technology into regular classes.

The assessment changes in the Primary School due to the New Curriculum has been successfully managed and will be used as a model in the event that there is also a change in the secondary assessment reporting.

With the support of the Braeburn Group, the adoption of the New Primary Curriculum has gone smoothly. Curriculum review is well planned and ongoing. A focus on cross-curricular planning in the secondary school has been successful combining such courses as drama, English and sociology for a presentation.

Assessment results are used to review subject and year level successes and where additional attention to the delivery of the curriculum needs revision. This is an ongoing process.

Many of the challenges listed here have been studied and planning is taking place. And it is mentioned with the recognition of the challenge. Others such as finding individual instrumental music teachers will depend on the local supply and that will always depend on the current local supply.

The challenge for specialist languages has

<p>better. We also need to plan to complete all the BTEC assignments by 30th April to enable students doing A level subjects to have revision time for other subjects. We need to plan a month long work experience project for the BTEC students not doing A level.</p> <p>B7: School Support for the Curriculum It is difficult to find music peripatetic teachers to support our growing number of student musicians wanting lessons. We put on a number of fantastic productions and musicals but to support our students to be ‘the best that they can be’ we need to invest in better sound equipment. We also need the training of how to use it properly. As our Media and Art department continues to grow, we also need to find a dedicated space in the school for photography and film.</p> <p>B8: Assessment Over the next year we need to set in place a new assessment system to replace the National Curriculum Levels. In the Primary section this has already begun. We will therefore need to give planning time to KS2 and KS3 staff to embed a cohesive approach.</p> <p>B9: Curriculum Review and Revisions We are continuing to make revisions to our curriculum based on the New National Curriculum and our International context. We also need to improve our Work Experience program and develop a project based vocational unit for Y13 BTEC students to work on in May. We also hope to roll out our enrichment project into Y8, as well as Y7, and our Music Keys program to next year’s Y4 whilst maintaining the Y5s.</p>	<p>been addressed with individual students by giving support for taking IGCSE exams independently. This has also been the case with mother tongue language learners.</p>
<p>Governance & Leadership</p> <p>C1: The Governing Body Supports the Long Term Life of the School The governing body is supportive of the school and its development. We have a 5 year site development plan which details major up-coming projects in terms of infrastructure.</p> <p>C2: Co-operative and effective relationship with the Head The governing body meets once each term to go through the Head’s report and to advise and support the head where needed. The board have received training and there’s plans to train new members as they join. The board members now have clear job descriptions.</p> <p>C3: Head as Responsible Leader The heads of each section, as well as head of school, all have clear job descriptions and the chain of communication is clear and shared. The Heads attends the group’s Head’s meetings, which are all minuted and accessible; The heads produce SEF & SIP and manages the whole school budget. The Heads also organize recruitment of new staff and the induction program. The leadership team recently had a weekend away to review and evaluate the strengths and weaknesses of our current leadership structure and to suggest amendments to improve it for Sept 2016.</p>	<p>The Braeburn Group Board together with the Board of BMIS work together to ensure the future planning of the school remains vibrant and based on the needs of the school as well as current educational standards.</p> <p>The Head of School and the Board of the school have a good and supportive relationship. They meet regularly to discuss the developments at BMIS and also to look at the larger Braeburn Group growth and support.</p> <p>The growth and development of BMIS in the last four years has been noticeable. This was commented on during meetings with the parents.</p>

C4: Written Policies and Practices which make school operations consistent and clear

Since our last visit, we have reviewed, revised and simplified our staff handbook and all the Braeburn shared employment policies. This means there's greater accountability. The board allocates time for strategic planning and there are regular meetings scheduled by the Governing Body to look at the school. An ethos of transparency is promoted in the school. There are systems in place to allow grievances to be aired. Our staff on grades 1-7 are now members of a union - CHODOWU. The board have introduced a new and improved form of appraisal for the Head teachers. As part of the induction programme for new staff, policies are shared and referred to.

C5: Educational and Financial Plans that are explained to the school community

School budget (ILC loan) including projection of numbers and funds for the future (financial forecast) has been produced; Chief accountant was appointed two years ago and has brought us stability. As a result we're beginning to plan more strategically. There are more checks and balances through the appointment of an internal auditor; the school's plan for the future are tied into the mission statement. Our new build for boarding cut costs in terms of rent and transport and enabled the students to access the facilities on the main campus more effectively. We share our educational plans with parents and students in a variety of ways including: the newsletter; assemblies; celebration evenings; and through class teachers. The staff have been integral in creating the school improvement plan and have access to copies. Different departments are given their budgets to help them prioritise their spending.

Challenges

C4: The board at present are not appraised.

C4: Until recently the heads have not been properly appraised. A new system has just been introduced and hopefully will make a difference.

C5: The financial plans are not communicated to the school community, leaving some questions unanswered.

There is a policy manual for the Braeburn Group and BMIS has developed additional policies to support decision making in the school. These are included in the handbooks for the teachers, students and parents to create a climate of transparency in decision making.

Educational plans are shared with the parents on a regular basis through the various means the school has explained. Parents expressed appreciation of the efforts the school makes to keep them informed on curriculum and assessment developments as well as individual student's progress. The school community is well informed of improvements in the facilities, new buildings and the ways the school is constantly improving with a focus on the students.

Appraisal of the Heads of the Schools will be undertaken by an independent agency beginning in 2016 – 2017.

Although financial plans are not communicated in full to the school community there is information given which shares the developments of the school and its programmes

Faculty & Support Staff (D):

D1: Sufficient Faculty Support Staff

All our support staff have now been 'police checked' and have good conduct certificates. We have developed and reviewed the child protection policy and have identified our designated Child Protection Officers. All staff have received Child protection and safe guarding training. All our support staff are suitably qualified and our drivers have all undergone first aid and driver training. We abide by the teacher/student ratios set by the Braeburn group in both trips and classroom situations. Our support staff can opt for further training in English or IT in a Saturday morning. In addition we have offered a number of community health workshops at this

Child Protection is a firm commitment of the school and this is evident in the measures they have taken to ensure all employees have the relevant police checks and in embedding safeguarding training in the Staff Induction programme. Child Protection Officers in Primary and Secondary are the first point of contact for staff and provide advice and strategies for dealing with potential issues

time. All our support staff have formalized their working hours in line with the CBA and Tanzanian law. All our support staff have gone through a cycle of appraisal.

D2: Teachers as Professionals

We have high expectations of all our teachers. As part of the recruitment process, we gain two different references and a certificate of good conduct. Expectations of our staff are signed, along with the contract. All of our teachers are expected to be respectful in their dealings with staff, students and parents and clear guidelines are outlined in the staff handbook. Procedures attached to the concerns log ensure issues are dealt with immediately. Our CPD has improved and as a result staff are kept up-to-date with current trends in education. All of our staff have undergone a cycle of appraisal.

D3: Written Contracts

All written contracts now come from Nairobi and the salary scale has been standardized. The monitoring of contracts and permits has improved.

D4: Personnel policies

HR policies have all been reviewed over the last 5 years and have been shared with staff. There's a new appraisal system for head teachers.

D5: Appraisal System

In the last five years, the school has introduced an appraisal system for the support staff. This has enabled us to plan for training eg. The middle management training we offered last year. The appraisal process, across the whole school from teachers to support staff, enables individuals to be involved in setting their own goals.

Challenges

D4: The head's appraisal system has been planned for but has not yet been implemented.

D5: More observations (formal and informal) need to be built into our monitoring and evaluation processes.

The school has been proactive in seeking to develop the ancillary staff, and the weekly class in improving English language skills has been extended to a daily class due to the level of interest shown. Several members of this group have made such progress that they have gone on to IGCSE level, and one to complete the ICDL course. In addition, the community health workshops, some of which have been facilitated by outside providers, have been well received. The Saturday morning classes initially offered to children of ancillary staff have been extended to engage the local community, offering literacy and numeracy sessions in addition to games and swimming. Students participating in the Junior Dragon Award and the International Award make a valuable contribution to the running of these classes.

Professional development is mainly of an internal nature where Subject or Key Stage Leaders attend external Braeburn conferences and then disseminate the information to the teachers through departmental or staff meetings. Specific areas of desired professional development are identified through the goal setting attached to the appraisal process and these are passed to the Braeburn group which identify commonalities across the schools. Workshops are then offered in vacation times and are open to all. Teachers are also able to apply for full or part-funding for online courses. Cohorts of class teachers on occasion attend specific workshops particularly for new initiatives, the Phonics Workshop in the 2012/2013 school year, for example. Visits or 'job alike sessions', although difficult to organise, would add a further dimension and expose participants to different ways of applying teaching strategies.

Contracts and salary scales have been standardised and feedback from the staff indicate that they believe the process is transparent. Since the last visit, staff have taken advantage of opportunity to join relevant unions. Procedures for appraisal and monitoring of staff along with goal setting is in place for all staff, including support staff. In the Primary School, there are frequent opportunities for observation of peers and sharing good practice; however, teachers in Secondary report that the pressure of exams often side-tracks informal observational visits. To ensure overall consistency of teaching and learning standards, it might be useful if regular reminders were issued to subject leaders in this regard. The Appraisal process for the Headteacher is planned to be administered by an external agency, in line

	with Braeburn policy.
<p>Access to Teaching & Learning (E):</p> <p>Accomplishments</p> <p>E1: Learning Needs</p> <p>There are effective procedures for identifying the learning needs of students both at admission and while enrolled. Students are tested for dyscalculia and dyslexia by using on-line testing. Other learning needs are identified by a visiting educational psychologist. IEPs or learning passports are shared with staff, students and parents. Most students are given in-class support, though some of our SEN students study for fewer IGCSEs and gain extra support when not in a subject lesson. The exams officer applies for extra time or the use of a scribe in the IGCSE exams and primary national tests, when advised by the educational psychologist. After school booster sessions in the primary section are designed to support students struggling with basic literacy or numeracy skills. Secondary specialist teachers are involved in partnership teaching and planning of some of the Maths, English and Science lessons in the primary section. There's regular in-house training and sharing of good practice across the school. MIDYIS and ALIS assessments identify gifted and talented students and those requiring support. Gifted and talented students are extended through extension activities in home learning and through enrichment activities including events like the Science Fair.</p> <p>E2: Suitably Qualified Staff</p> <p>The Learning Support staff continue to develop through on-going qualifications. Elvinah is studying for a Masters of Science in Special Educational Needs and Saira has been sponsored by the school to gain an assessment and diagnostic qualification. Our teaching assistants receive regular training on how to better support students in class.</p> <p>E3: Effective Language Support Programs</p> <p>Our EAL students generally do as well as our first language students in their assessments. Good practice in supporting EAL learners is shared regularly in staff meetings and insets. A literacy focus has been introduced to registration – the first 20 mins of each day and the older students in the school run 'toe-by-toe' a reading support program. Students who arrive with little/no English are placed on an induction programme for the first half term whilst enabling them to join the rest of their class for lessons in Art and DT, PE and Maths. New students with little English are 'buddied' up with students who speak their home language for support, wherever possible. This is common practice in our Early Years Section, where all support staff are fluent in Swahili and can help young children with no English to settle in. Staff encourage parents and students to keep speaking and reading the home language at home. In Secondary we encourage all students to take Language exams in their home language, if at all possible. There's a strong language cross curricular program in Primary and all students from Reception – Y9 study the host country's language of Swahili. There are trilingual displays</p>	<p>Inclusion Departments in both sections of the school cater for students with learning differences, the academically able and those with a low level of English. Names and details of students receiving support are recorded on a central register. Staff primarily have Learning Support backgrounds. There are clear procedures for referral and identification of students and the support staff work closely with teaching staff on the IEPs or learning passports formulated.</p> <p>In the Primary section, support is primarily of an in-class nature for identified students and after-school booster clubs are also in place.</p> <p>In the Secondary section, in addition to support, reading classes are timetabled weekly for Years 7-9, with small group instruction provided for weaker readers. Students can opt to study fewer GCSE subjects.</p> <p>Academically more able students are identified through test results and their class work (and homework in Primary) differentiated. Cross-phase liaison has resulted in higher level sessions delivered by Secondary English and maths teachers to a cohort of Year 5 and 6 students.</p> <p>There are many opportunities for self-extension as students progress through the grades. BTEC students have initiated and led business projects and one has been short listed for a global BTEC excellence award. The appointment of a Primary teacher with previous experience in EAL as whole-school coordinator is a positive first step in formulating a cohesive whole school plan. She is providing inset for staff in addition to assessing students and providing follow up strategies for teachers. The school is now moving towards a four-point descriptor used cross-phase to ascertain the student's level. A profile can then be formulated to identify strengths and areas which need attention. Those who have little or no English are withdrawn from other language classes for a period to help them develop confidence with basic communication skills. This caters for those students who have a strong first language and may have already developed literacy in their home language as they can transfer the skills they already have across to English. For the vast majority of the student population, the language of instruction is an</p>

and labels across the school.

E4: Advice and Counselling

Students meet with a careers advisor from Nairobi in Year 9, before choosing their options. Their MIDYIS results, school report, on-line careers form and one-to-one interview, all help to inform their choices. They have another similar interview after their Year 11 Mocks, where they make choices about where they want to move onto next, which courses they want to study and which subjects. They also get the chance to evaluate their revision for the mocks and to make plans on how to improve it for the real exams. Parents attend these interviews as we work in partnership to support their children to do the best that they possibly can. After the Y11 exams, the students are invited to a Y12 taster week. Here they get the chance to try out the subjects they are interested in and fill in another on-line questionnaire to look at possible career choices and the recommended requirements for entry. In Year 12 and 13 the students visit lots of university fairs and listen to many speakers. We encourage ex-students to return to share their experiences and each sixth form tutor is allocated a student to work one-to-one with them on their application. The final application and reference is checked by the head and they have one final one-to-one meeting to check everything before their form is sent off. In the last 4 years, 100% of our students have gained a university offer, and our numbers in the sixth form are increasing, showing the system is working. Students have work experience interviews in Y10 and 12 before their individual work placements are set up. Each student writes a report on their work experience that helps us to evaluate the usefulness of each placement for the future. Careers form an integral part of our PSHE program, as do many other topics such as drugs, alcohol and healthy life styles. Since our last visit, we have appointed a Head of PSHE who co-ordinates and evaluates the programme. Since our last visit we have also appointed a part time school counsellor for the whole school who advises students on problems as they arise. Students can refer themselves or be referred by members of staff. Parents also occasionally opt to use the service.

E5: Health care and Healthy living

There's a PSHE program throughout school which focuses on healthy living and staying safe. In addition, over the last five years, there's been an increase in school sports' participation. There is a fruit break in Primary and Early Years and we offer a balanced school lunch. Our Y5 and 6 students have the option to enroll in a Holistic Health Club. We have appointed a school nurse and we give advice on infectious diseases, when they break out. We offer guidance to parents through workshops such as 'Positive Parenting'. Our boarders have access to a masseur and a hairdresser on site over the weekends and there's a counsellor available in school.

Challenges

E1: We need to find a way of sharing strategies to support individual students in their learning better, with the whole staff. It would be good to see the learning difficulty and methods of support on the ISAMs class lists.

E2: We need a more cohesive approach as a whole school to EAL levels and ways of supporting students across the

additional language to their home language. As yet there is nothing in place to promote a conscious structuring of daily teaching to ensure all students develop communicative language into a high level of cognitive and academic English.

Consideration might be given to sourcing training which would provide the necessary awareness and capability in all staff. If EAL students wish to take exams in their home language, the school encourages and facilitates this.

Academic counselling is shared among staff and there is a comprehensive programme of checks in place to ensure applications are of optimum quality. Students have access to University Fairs, first-hand information from ex-students and an external careers advisor to help them with choices. The high number of offers indicates the effectiveness of the programme. The school has identified that some offers are not taken up due to lack of understanding by parents of the costs involved. A review of the process with a structured liaison meeting with parents, either in person, via skype or phone before applications are submitted might solve this issue.

The External Careers advisor also advises Year 9 and Year 11 students in their subject choices. The labour laws make arranging work experience difficult. In addition, the school has identified that more attention needs to be paid to sourcing venues, checking their suitability before placement and the success of the match after to gain the greatest benefit for Year 10 and 12 students. It might be worthwhile for a small working party to be formed early in the school year to investigate new possibilities.

The newly reformed Parent Teacher Organisation could provide useful contacts. The increasing number of sporting activities and the resulting success has increased students' participation and raised the profile of a healthy lifestyle. This is supported by the PSHE programme, the school lunch provision and the health care provided by the nurse. Parents have been involved through workshops, by school staff and external providers. The appointment of a part-time counsellor to help with social and emotional issues has been a positive step. She is available for Secondary students and supports Primary students who have been referred with their parents. Her input is also used in PSHE planning and in some PSHE and sociology lessons in the Secondary School.

<p>school.</p> <p>E4: We need to improve our work placement programme. We need to find more appropriate placements earlier, share information with parents earlier and review the experience with each student in an interview and not just as a piece of report writing. In the college application process we need to send home a report explaining the plan for each student and the costs involved – for parents to sign off on- before the application is sent. Previously we have found that students have been offered placements which the parents then don't allow them to take up. We need the parents who we seldom see (our Dar parents) to take a more active role in the process. It would also be good to establish a careers fair next year, using our parents and ex-students to talk about the different careers they are involved in.</p>	
<p>School Culture & Partnerships for Learning (F):</p> <p>Accomplishments</p> <p>F1: Fairness, Trust and Mutual Respect</p> <p>We have a strong PSHE program across the school which promotes fairness, trust and mutual respect. In the primary, students visit local places of worship and meet different religious leaders. Furthermore, students learn the importance of these qualities in their own leadership positions as class representatives for the student council or as house captains and later on, as prefects; Students are encouraged to volunteer at the Saturday Morning School or to raise money for local charities, as part of community service for Primary Junior Dragon or the Secondary International Award. Our expectations of students are clearly stated in the planner and the consequences of misbehavior are also clearly stated. This means that students feel the system is fair. The school anti-bullying ethos is reinforced through assemblies and PSHE. Students are expected to be polite and respectful to everyone. The school celebrates the full range of student achievement from academic success, to drama and music success, sporting success and leadership and community service roles. Positive behaviour and developing good social skills is an expectation, modelled by staff. Graduations, items in the year book, newsletter, progress certificates, the merit award, the board of excellence and spotty ties all further celebrate achievement. New staff are supported in settling in through an induction week. In addition, during the first term they are helped with transport for shopping, an interest free car loan, medical insurance and weekly meetings to explain new procedures, as they arise. There's a genuine feel of community displayed through collective reflection in times of difficulty.</p> <p>F2: Effective Communication</p> <p>Our communication has improved but still requires work. Within the last five years, all members of staff are now registered on school e-mail addresses and are beginning to use them. In addition, secondary students now have school e-mail addresses. We communicate with parents weekly with our newsletter; we are improving our website; and we send home specific letters as regards trips or events; we also text parents to remind them of key events and we all use the student planner as a means of regular communication between school and the home. The school calendar is given out termly so parents are able to plan. E-mails; telephone</p>	<p>Fairness, trust and mutual respect are promoted across the school in an age-appropriate manner. In the Early Childhood, for example, children have a chart to acknowledge positive interactions entitled "Have you used any polite words today?" Students are confident, they acknowledge and greet visitors warmly and are articulate in their interactions. In the Primary School there is an emphasis on positive discipline although a set of consequences in line with the Braeburn Sporting Etiquette is applied as a tool to promote responsibility. The Secondary School has a set of clear consequences for non-compliance with behavioural expectations, but also a merit system to encourage good behaviour and adherence to school rules.</p> <p>The PSHE programme is overseen by designated coordinators and supported and enhanced by regular assemblies and participation in community service projects. Opportunities to develop leadership in students are available through the Student Council, the prefect system and the House System Submissions from this last group have been effective and resulted for example, in a designated and furnished table tennis area in Primary, improved toilet facilities in Secondary, recycling initiatives and fund raising to support charities and green initiatives promoted by the Environmental Prefect.</p> <p>There are a number of systems in place to promote a "whole school" climate in line with the three key goals of the Vision statement of "successful learners, confident individuals and responsible citizens". A high number of students participate in community service and commit to cross-phase mentoring.</p> <p>The school has been creative in designing numerous opportunities to acknowledge individual achievement in a wide range of areas so that all students have the</p>

calls and face to face meetings are used along-side parent/teacher consultations and school reports to share information on student progress and achievement. Parent forums enable parents to meet with the Heads to feedback on certain aspects of the school. Events like assemblies, graduations and the celebration evening at the end of the year are also used to share information. In the last year we have focused on improving communication between departments and have paid for an outside consultant to set up new systems. Now departments meet together regularly to plan together and identify and deal with frustrations as they arise. Communication between teaching staff is largely through morning briefings, the notice boards in the staff rooms and through e-mail. We have vertical meetings once a half term. Our school vision permeates all our brochures and school marketing information. Information about the school's educational aims and vision are shared in: information evenings; in discussions with new parents; in school information booklets; and in one-to-one meetings (reviewing mock results and agreeing revision techniques). There's also good communication between our school and our Nairobi Headquarters and many productive ideas are shared and discussed.

F3: Effective programmes and activities to complement the formal curriculum

The school offers numerous additional activities to support the formal curriculum including: BTEC vocational workshops; enrichment days; world book day; community service with our local schools; work experience; visits to university fairs; performances in Nairobi, Arusha and Dar; and a range of trips. We offer clubs such as: The International Award and Junior Dragon; MUN, LAMDA, roller skating, acrobatics, secret science, bush craft and cooking. The sports department offer dance, swimming, basketball, hockey, rounders cycling and football. Students have the opportunity to volunteer in the Saturday School; at the Christmas Party; in our Green Tree Project; and for the Plaster House. There are leadership positions in the Student Council; the Prefect body and through the House Captains. Students support younger students in our 'Toe by Toe' reading project and through the Music Keys project. BTEC students coach sports and organise events like Bonfire Night. There's an Environmental Prefect Position, to improve recycling on the school site, to take a lead on educating our own and local students on the importance of planting trees and in improving our wetlands. We regularly evaluate our PSHE programmes and trips across the whole school. Our enrichment days are based on students' needs and interests. We have developed links with outside agencies – Arusha Mental Health, ACE Africa (AIDS awareness), Carbon Tanzania; and a Sex Counsellor. We have also developed a Sixth form survival weekend where students learn to look after themselves and live on a budget. Social events help staff to meet and bond outside of school eg. Family fun day or the Christmas party.

F4: Boarding Services

Since our last visit the boarders have moved into a purpose built boarding home on the school compound. The home follows the same philosophy as the school, as seen in our boarding handbook. We have boarding prefects who feedback ideas for activities and raise concerns that the

opportunity to celebrate success. 6th Form students develop essential life skills such as budgeting, basic cookery, etc. through timetabled blocks and a survival weekend.

Efforts are continually being made to improve and extend Information sharing. ISAM, the new communications system, has contributed to this and regular updating of contact details has helped improve communication with parents. However, in general, staff felt that they were not always using the system to its fullest potential. Two members of staff have been given time to explore possibilities of improved usage. It might be cost and time effective for the group to provide centralised expertise with more immediate effect. For communication with staff, teachers report that agendas provided pre briefings and meetings and the prompt posting of minutes are effective.

The school promotes and sustains a wide range of activities which complement the formal curriculum. These provide opportunities for students to develop personal interests and experience success in artistic and sporting fields. The Junior Dragon programme (compulsory Years 4-6) and the International Award, an optional award in Secondary, both have components of community service and goal setting and attainment which encourage students to tap into the many offerings. The activities which concern the environment and supporting the local community are student-driven and authentic.

The new boarding facility has been designed with the needs of the residents in mind. It is a light pleasant environment with high standards of personal, physical and technological safety in place. Procedures and policies are clearly outlined and supported by caring staff. Every effort is made to ensure these students are receiving the level of care and attention they require to fit seamlessly into school life. Currently, most boarders are Secondary age, with only a few Primary-aged children. Enquiries regarding this age group are being tracked to ascertain whether a separate house specifically appropriate to the needs of young children would be feasible.

<p>boarders may have. There is a boarding meeting once every half term to discuss issues that students want to be raised. There are clear policies in place. All parents and students undergo an hour long enrollment meeting with the head of boarding to discuss expectations; the procedure for signing out; diet; religious needs; medical records etc. All students are given an activity programme for the half term and a boarding handbook where all policies and procedures are explained. The boarding staff collaborate with teaching staff in pastoral meetings and teaching staff support the home by signing up for prep duties. Two members of teaching staff are available at each prep session. There's a 1-10 staff – student ratio in the boarding house. Transport is provided at weekends; there's DSTV; wireless internet; a laundry service; home cooked meals; organised activities; a music practice room; quiet prep rooms; a prayer room; and transport to places of worship. Although our policies are the same as within the school, the house has worked hard to make distinct boundaries between the school and home. Boarding staff accompany students to key events including parents evenings and graduations if parents are unable to attend and will support any boarder should they face a difficulty down in school. There are half termly letters home; and parents call the boarding house parents regularly. Once a year the boarding home takes a performance to Dar es Salaam where most of our parents live. Photos from the boarding home appear in the year book. The boarding home has an open door policy and welcomes parents, guardians or family members to drop in at any time.</p> <p>Challenges:</p> <p>F2: We still need to ensure all staff, parent and student details are accurate and in ONE place. All staff need training on the use of ISAMs as a data base. We also need to continue to develop and improve our communication networks eg. Fee notes are sent through children or by e-mail and some parents say they don't receive them and minutes from meetings are not shared regularly enough. We also need to create an administrative calendar.</p> <p>F4: We feel it would be good to develop a primary-only boarding house.</p>	
<p>Operational Systems (G):</p> <p>Accomplishments</p> <p>G1: Financial Management</p> <p>The head of school and the chief accountant receive financial information from our Nairobi head office and they disseminate this information to the appropriate people within the school. Fees are based on the numbers of children, cost of development and inflation. The educational budgets are shared with staff and vary depending on needs. We now have better communication between parents, staff and the fee administrator relating to information on outstanding fees.</p> <p>Fee letters go out at the end of each term and information about fees can be found on our website. In the last five years we have created the position of a chief accountant and as a result the school has more information and we are better able to track spending. We have also appointed an internal auditor who is accountable to Nairobi. We pay for medical insurance for our staff and children are required to have medical insurance for overnight trips. The school possesses</p>	<p>Financial supervision and planning is in line with the financial management of the Braeburn Group. The internal budget is built with input from the departments and other needs of the school and is reckoned on the revenues of the school. Support for capital projects is provided by the Braeburn Group</p> <p>The school has outside groups (Saturday School is one) using the swimming pool and fields on occasion; the liability insurance coverage is valid for outside groups who may use the facilities.</p>

insurance for theft, burglary, fire and public liability **with restrictions**. All our accounts are audited and we provide a Report and recommendations (management letter) – that is submitted to TRA annually.

G2: Buildings, Grounds, Installations and Furnishing

Since the visit five years ago: we have put a roof on our school amphitheatre; extended the secondary library and added air conditioning; we have also added air conditioning to the ICT suite; we have bought a swimming pool cover to keep the pool warm and have bought interactive whiteboards for the primary classrooms and projectors and speakers for the secondary classrooms. We have built a sixth form banda and created a sixth form study room, drama room and food tech room. We have built an auxillary staffroom, improved the drainage on the sports field and added toilets and a store on the field. We have also raised the road into the school to avoid flooding. We have improved our table tennis tables and added shade above them and have added more toilets to the secondary section. Our resource room and photocopying store for the whole school have been combined and now have tighter management. We have outsourced our school uniform to free up our stationery store. The Dragon and drama equipment has been moved to a bigger space and EYK has moved from the bar area into the primary school. The archives have been moved from Kisongo to EYC. We are in the process of setting up new systems and structures to improve the maintenance of the school. The maintenance team now has one central email address and more systems are in place to structure the way the jobs are designated and which ones are priority. More meetings between the maintenance team and their line manager to ensure understanding, quality and then feedback on completed jobs

Projects are approved and overseen by our Nairobi Head Office. They have a five year development plan for the group. All staff are involved in writing the development plan, which is available as a hard copy in the staff rooms as well as being available as a soft copy on the shared drive. Whole school policy documents are also shared on the server.

G3: Health and Safety

KK security produced a report for the security of our school sites (2015) and we have started to work on the recommended changes. There is also a consultant from Nairobi who is advising us as part of the whole group. We have improved the system of registering visitors to the site. The local fire officers check the fire extinguishers annually. Health and safety certificates, business licenses, registration certificates and other regulation certificates are displayed in the main school office. We have written a number of new policies; Invacuation, evacuation, duck and cover, these include all members of staff, have been discussed and practiced regularly. All our trip leaders, sports teachers and drivers have received first aid training. Our drivers have also had 'Additional safety when driving' training. We have a school nurse and first aid boxes on all the buses. We have a health and safety committee which meets once every half term and is led by a member of the SLT. In addition all staff can feed into H&S improvements through their contributions to the school development plan. Last year we put together a child protection committee who reviewed and improved our policy as a result. All new staff are inducted into our

Extensive renovation of existing structure has taken place since the team visit providing more covered space and activity areas for the students including a table tennis area, the covered amphitheatre and the sixth form study room/drama building.

The physical appearance of the school campus is well tended with manicured shrubs and an abundance of flowering trees and local plants and flowers. Management of the field across the road from the main campus has been mentioned several times and continues to be an area for attention.

Channelling maintenance requests has been effective in the primary school but appears to still be a work in progress at the secondary level. Requests to the maintenance manager through the use of technology is an effective way to create a permanent record and ensure tasks are addressed. As good maintenance is an area which affects the well-being of the students and staff, training the maintenance manager is a good investment in time and energy.

Health and safety standards are addressed by the Health and Safety Committee, which includes members from the whole school community and meets on a regular basis. The Student Council also reports on Health and Safety. And there is a unit on Health and Safety in the BTEC programme in Years 12 and 13.

There are regular practices for emergency procedures with exit routes posted in various buildings on the main campus. The Student Council could be tasked with ensuring the exit maps were clearly visible in all of the separate buildings especially in the Primary school.

As the school is located in an area with slopes and inclines there are terraced paths and steps. Regular attention from the Health and Safety committee to ensure these paths and steps are in good condition with no sharp edges or loose rocks which could cause a fall

safeguarding and child protection policies. We have begun composting and started a recycling scheme. As a result we were able to dismantle our incinerator. We have now begun to separate the rubbish from the school houses as well as the school. We use Carbon Tanzania to offset carbon for all our flights and fuel.

G4: Auxiliary Services

The dining room has been improved and the kitchen has been cordoned off with a shutter and a door. We have built a food storage room adjacent to the room. The seating in the dining hall has been changed to allow for better access, better cleaning and comfort. We have handwashing facilities in and on the way to the dining hall with hand wash pumps and paper towels. The nurse and the kitchen are more aware of the individual food allergies of children and staff. The kitchen has been outsourced to a provider. They produce culturally sensitive/appropriate meals for the staff and students. The range of food has become more varied. There are now regular meetings in all the separate departments around the school and appraisals have been introduced, At the front of the school we have built an auxiliary staffroom with toilets, lockers, tables and chairs and a place for the staff to meet. Visitors are properly recorded by the security staff and given visitors badges. Bags are checked as staff go in and out of school. All vehicles are well-maintained by our in-school mechanic, or occasionally they go to Nairobi for bigger repairs. All our vehicles are registered and have the appropriate road license and insurance. Since our last visit we have added a bus to our fleet. We have re-structured the cleaning department. There is now a line manager and an appointed member of staff who oversees the day to day cleaning of the school. The cleaners have been given the opportunity to move and work in different parts of the school each term. They have checklists to follow so they know what is expected. In the last year, we have given them training and opportunities to look at how cleaning is done to an international standard in other establishments. There is more communication and feedback between SLT, staff and cleaning staff so they know what we expect. In our maintenance and gardening department, we use tried and tested workmen and have built a bank of trusted external specialists. We schedule big work in the holidays to avoid any health and safety issues. Workmen meet with the site manager when they arrive to get debriefed and their work is checked on completion, before it is signed off for payment. Our support staff members and auxiliary staff are seen as an important part of the school. We interact on a daily basis in a number of different ways. We have a whole school Christmas party as well as a support staff Christmas party, where teaching staff serve our support staff to show their appreciation. Bus drivers are involved in primary school clubs to form relationships with the children. Bus drivers and the caretaker at EYC are involved in football matches and support staff join secondary staff members in Kisongo football matches. A great deal of time and thought has been put into all school trips to ensure they extend learning, and as a result they have become more meaningful. Throughout the school teachers link school trips to learning, completing the school trip form which refers to safety and planning of the trip. The trip form is approved by the line manager. The teacher/student ratios on trips are followed strictly. We have begun to build up a bank of locations/providers who we use annually because we trust them. For overnight trips, the school has equipment to ensure

or injury.

The child protection policies are well established and there have been opportunities to bring awareness of these policies to the parents as well as the whole staff in the school.

The school food service area including the kitchen and dining area has been upgraded and is now covered with a permanent roof. The food preparation has been outsourced and serves a variety of foods. The parents indicated the PTA will be reviewing the menu and food service on a regular basis.

Campus security is covered by an external provider and is active in checking all vehicles and people who enter the school. They also tour the campus during the day.

The appointment of an administrative officer to oversee all of the operations is a very positive move and will provide more consistency in following the procedures and policies in these areas.

the staff and students are comfortable.

Challenges:

G1: We face a number of problems with our school bank – who fail to pay cheques or transfer money in the promised timescale. We have had numerous meetings to try to remedy the problems but we have not seen much improvement. In addition, we also suffer from new government taxes or legislation that is imposed in arrears and without warning, making budgeting a real challenge.

G2: Maintaining the school field continues to be a challenge. We are hoping that the appointment of a groundsman in August will help to improve this. The infrastructure of our ICT across the school still needs improving and possibly our bandwidth further increased. We also need to improve our system of backing up data across the school and need further training on how to get the most out of ISAMs. We have recently had 'Blinkspot' installed on our buses and need training on how to best use the information that it gives us. The systems we have in place for maintenance – have improved things but are still not yet efficient enough. We continue to work on improving the system so the maintenance department do not constantly feel overwhelmed and so that teaching staff do not feel quite so frustrated with the slow pace of work. The lack of consistent power from TANESCO continues to be a challenge.

G4: We need to revisit the hours of the cleaners/gardeners and work towards combining the positions to gain greater efficiency. We have also recommended to our board that we appoint an administrator in August to oversee all of our administrative services. We want to continue to focus on monitoring and evaluation of the different departments in the school with an aim to making our school more efficient.

Some challenges will remain as they are outside the sphere of influence of the school, i.e. new taxes, bank laxness and the electricity supply from TANESCO. Finding ways to work around these will remain to be as challenges.

The need for ground-staff for the playing field came up several times during our conversations. As this has an impact on the activities of the students, attention should be given to finding a solution. Recent success in field sports also support the request for ongoing attention to the surface of the field.

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 guiding statements are fundamental to everything that we do in school. They are displayed in all classrooms, in the school planners, on the websites and in all our promotional literature. They are reviewed and revisited every three years and discussed at student/parent/teacher/board level. The evidence can be seen in any visit to our school along with looking at the newsletter, the year book and our wide range of results in curricular and extra-curricular activities.</p> <p>Area(s) for Future Attention: We are working with the art and media departments to look at more imaginative ways to display our vision and objectives around the school. In addition we are planning a scheme of work to introduce the objectives at the beginning of each year in an imaginative and memorable way. We are also planning an 'Induction' day, at the beginning of the school year for our new students and a session on our vision and values will be included in this.</p>	<p>The Mission and Philosophy as well as the 'three circles' are integrated into all phases and levels of the school. During meetings with teachers, students and parents they were referred to frequently and appear in planning documents and are posted around the school. They have been translated into Kiswahili, which allows the ancillary staff to have access to the driving ideas in the school. This is reported to have made a difference in their appreciation of what the school is about and increased their commitment to the school.</p> <p>There is a continued effort to make the Guiding Statements more tangible to all members of the community.</p>
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>The student learning outcomes for each lesson, are clearly stated, both in class – as the lesson objectives and in our planning. Expectations of learning are also displayed on the class walls. We evaluate the success of our teaching and student learning through discussing our SOW in meetings and making changes as a result. Progress is also the focus of tutor learning conversations with students; and through analyzing the results of exams and tests. Our evaluation of the results help each department to set targets and it forms an important part of the school SEF and SIP. Student learning is the focus of our meetings. Student progress is measured through data and students discuss their learning informally in class and more formally with their tutors every six weeks and set targets for improvement in their planners. Progress is celebrated in assemblies, graduations and in the end of year celebration. Parents gain feedback on the progress of their children every six weeks – either in a face to face meeting with their teachers or in a written report.</p>	<p>There has been an emphasis on documenting students' outcomes and measuring the success of students' learning. The students are the focus of all planning with stress on meeting individual needs. Evaluation of students' success is frequent and used to direct further learning goals. Target-setting is common in all year levels. The next step is to ensure the targets set have actions plans which lead to success.</p>

<p>Area(s) for Future Attention:</p> <p>We are in the process of planning for and implementing the new curriculum and exploring the best methods of assessment. We continue to look at ways of differentiating home learning and in secondary we are trying to make a calendar with all the BTEC or IGCSE coursework deadlines clearly displayed so that the work is better spread out throughout the year. We also need to support students to make more specific 'action plans' for improvement, based on their targets and we need to revisit these more regularly.</p>	
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>Internationalism</p> <p>In Braeburn International School Arusha we are committed to promoting and celebrating internationalism. We have defined this as:</p> <ul style="list-style-type: none"> • Respecting and celebrating diversity <ul style="list-style-type: none"> - International Teaching and student body - Cultural diversity reflected on leadership team: British, East African Asian, Tanzanian, Kenyan, South African and Australian members represented. - International Celebration Day - Enrichment activities – India/French/Australian days etc. • Ensuring interfaith awareness <ul style="list-style-type: none"> - Visits to a range of places of worship - PSHE, assemblies and drama performances - Prayer room – at boarding - Transport to Mosque, church and temple are arranged for boarders. • Creating global citizens who are equipped to face the needs of our time <ul style="list-style-type: none"> - Evident in our Philosophy and Objectives. The number of countries our students go on to university. - Promoting tolerance - PSHE • Planning for an international and relevant curriculum accessible to all students <ul style="list-style-type: none"> - Working towards International qualifications: IGCSEs, A levels CIE; Edexcel; DELF; ABRSM; LAMDA: IELTS - Adapting the British curriculum and making it relevant to an international context. - Building East African topics into our SOW - Flexible and individual curriculum - Support for students from overseas with little English on arrival - Provision for SEN - Trips overseas – Kenya; Dubai; USA; UK • Being positive agents of change in our communities <ul style="list-style-type: none"> - Saturday school - International Award - Being member of Carbon Tanzania - Toe by Toe - Music Keys 	<p>Internationalism/intercultural competence is an area in which BMIS excels. Throughout this report many examples are given, which include activities for the local neighbourhood as well as the greater community, inclusions in the curricular studies and participation in international clubs and sporting events. The parents and the students commented on the opportunities they have to become involved in local and international commitments. Graduates attend tertiary education in colleges and universities across the world.</p> <p>The school is continually evaluating ways to become more eco-aware and to support environmental issues. There is an environmental Prefect who leads this effort for the student body. Attention to interfaith studies is one area of attention as the school continues to evaluate the commitment to internationalism and intercultural understanding in the school.</p>

<ul style="list-style-type: none"> - Working with a range of charities: Heshima; Plaster House; • Informing our students of current world events <ul style="list-style-type: none"> - Looking at current events once a week - Monday - MUN • Working as a team <ul style="list-style-type: none"> - Parent workshops - Team working units in the sixth form - Teachers working as a team across the three different schools. • Promoting and celebrating a wide range of languages <ul style="list-style-type: none"> - French, Spanish, German, Dutch, Swahili - Celebrate linguistic diversity across all subject areas • International Standards <ul style="list-style-type: none"> - Equal Opportunities Policy - Access to internet - Child protection policies - Health and Safety policies - International resources <p>Area(s) for Future Attention:</p> <ul style="list-style-type: none"> • We need to continue to improve the infrastructure to bring it up to an International standard and we need to find more sustainable solutions to our use of water and waste. • We need to improve Interfaith education in the secondary • We are currently working on a new format for our SEF and SIP so that 'teaching and learning' is more central. We plan to include internationalism as one of the headings here so we are constantly evaluating how successfully we promote internationalism. 	
<p>Which of the "Areas for Future Attention" do you consider most urgent for your school? Why?</p> <p>Continuing to improve 'Teaching and Learning' by implementing and embedding the new curriculum and the new assessment levels.</p>	<p>The New Curriculum 2014 has been successfully implemented and the assessment levels have been developed. The school hopes to use the same process and what they have learned as there will be curriculum changes in the near future for the secondary school curriculum.</p>

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

In the future, we would like to build an Early Years Centre and KS1 school in town so that our young children do not have to travel so far to school and we are not relying on rented premises. We would also like to build a Primary Boarding Home to expand the care we have for our younger students. As the sixth form grows, we plan to expand the courses on offer and possibly build a purpose built sixth form centre. We would like to improve the facilities on the field to include a proper football, rugby, and cricket pitch and we would like to install a proper athletics track. We would like to find more peripatetic music teachers to enable our Music Keys programme to thrive through more of the years. We hope to build on the strengths of Performing Arts, Dance and Music departments to develop the performance space. We would like our students to be able to learn on tablets in class and hope that the internet would be more reliable. We would like our school to offer more sustainable solutions to dealing with waste, energy and water. We would also like to develop an alumni programme.

Opportunities

Arusha town is growing out in the Kisongo direction and the East African Court is being built 2 km away – bringing a bigger potential market closer to us. In addition our newly opened primary school in Dar es Salaam could act as a feeder school for our secondary. Finally the strong group of Braeburn Heads, with the regular meetings provides support and increased opportunities for our students eg. Kasarani athletics, work experience, choice of curriculum and courses and showcasing our work in different cities. The Tanzanian International Schools have also got together to form an association where heads can work together to support each other and lobby the government, where necessary.

Challenges

As Arusha grows there's more international schools moving into the area. This has affected the intake of our younger children, in particular. More internet band width is needed for both staff and students to access the internet quickly and efficiently. The UK government is making changes to the vocational BTEC course, the GCSEs and the National Curriculum and this will affect the curriculum and choices that we offer here. It becomes harder to improve, the better we get so it is a challenge to ensure we don't get complacent and continue to experiment with new initiatives and ideas to continue to excite people and get them to improve. There are limited resources and we need to find ways of using creating energy, using water and dealing with waste more responsibly. The government may introduce new policies or taxes that can pose a challenge to international schools and their staff and this is difficult to anticipate and plan for.

VISITORS' COMMENTS

Land for the Early Years Centre including Year 1 has been purchased in a part of Arusha town which is more assessible to the whole community.

Primary Boarding is being considered if it proves to be viable.

The performing and visual arts are very successful at the school and are popular with the students. As they continue to develop they will need more space and this is also a future plan.

As many of these programmes depend on a steady enrolment the addition in the community of the Aga Khan University and the proposed East African Court in Arusha would provide additional sources of pupils.

The leadership of the Braeburn Group and of BMIS recognise that they know many of the challenges they have will need to be met as they arise. The development planning is realistic and takes into account where they are today and how they can move ahead focusing on the learning and well-being of the students.

PART III SCHOOL DATA

School Name:	Braeburn International School Arusha
Address:	PO Box 14268, Arusha
Date of most recent Team Visit:	May 2011
Date of the 15-Year Report:	Feb 2016

At the time of the last Team Visit	Total student enrolment was:	463
	Age range was:	2 ½ - 19 years

At the time of this 5-Year Report	Total student enrolment is:	419
	Age range is:	2 ½ - 19 years

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME	POSITION	SECTION(S) INVOLVED
Alison Rogers	Head of School	All sections
Claire Baker	Head of Primary	All sections
Minesh Patel	Deputy Head	All sections
Jess Baily	City Campus Co-ordinator and Deputy Head	All sections
Cathie Stubbs	Deputy Head	All sections
Mala Pandya	Head of EYC	All sections
Patrick Gordon	Head of Sixth Form	A, B, E & Core Principles
Paul Mwaipopo	Exams Officer & Head of Foreign Languages	A, B, E & Core Principles
Stephen Ngugi	Head of Boarding	A, F and G
Asher Sijenyi	Head of Science	A, B and D
Tanuja Patel	Head of Maths	A, B, F and G
Michael Magambo	Head of Creative Arts	A, B, D and F
Noela Gichuru	Head of Music	A, B, D and F
Adam Waller	Head of Humanities	A, B and D
Patrick Bongo	Head of IT	A, B and D
Emma Morton	Head of PSHE	A, B and D
Alex Mokuia	Head of Business	A, B and D
Elvinah Obuya	Co-ordinator of Inclusion (Secondary)	A, B, D and E
Saira Dhirani	Co-ordinator of Inclusion (Primary)	A, B, D and E
Dickson Masudi	Head of PE	A, B and D
Yvonne Chingombe	Child Protection Officer	A, B, D, E and G
Allison Wallace	KS2 Co-ordinator	A, B, D and F
Gemma Sutcliffe	KS1 Co-ordinator	A, B and D
Sophia Msami	HR Manager	A, D, F and G
All teaching and auxiliary staff	Teachers and Auxiliary Staff	Fed- back on A and the section in

		Core Principles on Internationalism
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SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks): We are sending you an invitation to share the documents all posted on our google drive.	
Director/Head of School Name: Alison Rogers	Signature:
Director's/Head of School's E-Mail Address: headofschool@braeburn.sc.tz	
Board Chair Name: Coleman Ngalo	Signature:
Board Chair's E-Mail Address: ngaloadvocates@habari.co.tz	
Date:	

Upon completion, please send this Report to CIS.

Thank You.

PART IV

CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS

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

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

VISITORS' COMMENTS

The Five-Year Report for the Braeburn International School Arusha covers the remarkable progress the school has made since the Team Visit five years ago.

BISA has used the actions plans from the FRPP suggested by the Self-Study as a springboard for improvements across the campus. Curriculum development and mapping, new assessment strategies and professional development for teachers and teaching assistants have focused on the recent changes coming from the National Curriculum of England. The BTEC programme in the Secondary school has provided an additional pathway for more professional courses, including Business and Economics, and will add Travel and Tourism in the coming year. Boarding facilities have been moved onto the campus and boarding supervisors have had additional development opportunities. The Early Years programme will be moving to a new premise in the future as a site has been purchased and plans developed for the structure.

BISA remains in good standing with CIS as an accredited school. We wish the school the very best as it moves ahead with the plans for continuing growth focusing on the students' learning and well-being.

As Visitors we received warm welcomes from the students, the faculty and staff and the parents. The members of the Board of the Braeburn Group travelled from Nairobi for several meetings on the last day.

We would like to thank the Board, and the whole school community for their commitment to the improvement of the school and for their interest in meeting with us.

Visitor's name: Kay Mongardi

Visitor's name: Jennifer Thompson

Visitor's position: CIS SSEO

Visitor's position: CIS Visitor

Date: May 2016