



THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

Journey to Excellence in
International Education

School Improvement through Accreditation

SCHOOL	BRAEBURN MOMBASA INTERNATIONAL SCHOOL
COUNTRY	KENYA
VISIT DATES	9 – 11 May
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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 that 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):

	Section 1a Context & Process
Part II	Section 1b Progress on Visiting Team Recommendations
	Section 2a Action Plans
	Section 2b Accomplishments & Challenges
Part III	Section 2c Core Principles
	Section 3 The Future
Part IV	School Data Persons Involved Supporting Documentation 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>BMIS gained CIS accreditation in June 2011, after a successful Team Visit in March 2011. The accreditation was awarded with report requirements on 5 Special Issues. The School and its community fully recognised the need for continuous improvement and that these Special Issues were part of the process. The Report after the initial visit was accepted fully and very quickly by CIS on all issues in March 2012.</p> <p>The five-year review was compiled by Senior Management team at BMIS, teachers were involved in committee groups. The Board and Educational Managers, students and the parent school forum group (PSF) contributed to some aspects of this report. A calendar of regular meetings was drawn up for all involved, partly reflecting the recommendations from CIS but also in addition, as a very meaningful method to assess our own progress and development in other aspects. They also created forums of interaction of various groups of staff to put forward new ideas which reflected the recommendations and perhaps in some aspects went even further in a much more effective and efficient manner.</p>	<p>BMIS received accreditation in June 2011 after addressing issues detailed in a Special report.</p> <p>All teachers were involved in the reporting process and made up the committees. Other members of the community – students, the parent group and the Board provided input into some sections. In addition to scheduled specific meetings, time was allocated from the schedule of CPD Friday afternoon meetings. The final report was compiled by the Senior Management Team and as a result, the meetings during the visit were with this group, although other teachers were available should clarification be needed.</p> <p>The report indicates a reflective process and in many cases work on recommendations has been extended to encompass additional improvements. The school should be congratulated on producing such a clear, concise report with a relatively small teaching staff.</p>

SECTION 1b –PROGRESS ON VISITING TEAM RECOMMENDATIONS			
<ul style="list-style-type: none"> • Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report. • Indicate the rating you gave each recommendation at the time of the FRPP (<i>C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected</i>). • Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (<i>Completed</i>), IP (<i>In Progress</i>), or R (<i>Rejected</i>). • For recommendations still <i>In Progress</i>, indicate, in Section 2, appropriate action plans that have been designed. 			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
A	Recommendation # 1	FRPP	5 Yr.
Whole School	Braeburn Schools Ltd. utilise the move to the new campus to further empower the Leadership Team’s implementation of the Vision, Mission and Philosophy in line with the Head’s job description.	C	C
	Recommendation # 2	FRPP	5 Yr.
Whole School	The school considers further clarifying its admission procedures and the levels of Academic and ESL support available.	C	C
	Recommendation # 3	FRPP	5 Yr.
Whole School	The school continues to develop the procedures for establishing the success of its implementation of the Braeburn Group's Vision and Mission and the stated Philosophies of its Primary and Secondary sections.	IP	C
	Recommendation # 4	FRPP	5 Yr.
Whole School	The school considers revising its section of the Braeburn Schools website to further enhance the information available to prospective families.	C	IP

(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):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
Primary	The Primary Leadership Team continues to provide the appropriate in-service training for the EYU teachers and the curriculum implementation.	IP	C
	Recommendation # 2	FRPP	5 Yr.
Early Years	The EYU teachers continue to assess and evaluate the implementation of the Creative Curriculum	IP	R (Curriculum 2014 now in use)
	Recommendation # 3	FRPP	5 Yr.
Whole school	The Braeburn Schools Ltd and Leadership Team provide the appropriate resources to assist in the curriculum implementation.	C	C
	Recommendation # 4	FRPP	5 Yr.
Early Years	The EYU teachers review the formative assessment process of students and subsequent reporting and recording of student achievement.	IP	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle	PRIMARY		
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School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
Primary	The Braeburn Schools Head of Primary Curriculum together with the Primary Leadership Team should ensure that there is continuous and regular professional development for all Primary School teachers.	C	C
	Recommendation # 2	FRPP	5 Yr.
Primary	The Primary Leadership Team review, in light of the newly adopted Creative Curriculum, specialist areas, in particular the library and music facilities.	IP	R (Curriculum 2014 now in use)
	Recommendation # 3	FRPP	5 Yr.
Primary	The Primary Leadership Team use all assessment analysis data to further improve the teaching and learning in the Primary Curriculum.	C	C
	Recommendation # 4	FRPP	5 Yr.
Primary	Braeburn Schools Ltd. and the Primary Leadership Team provide appropriate support and resources, including an investment in Information and Communications Technology, to implement the curriculum.	IP	C

(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.
Secondary	The Secondary Leadership Team and teachers continue	C	C

	the work begun on developing an assessment policy with particular attention given to strategies for formative assessment.		
	Recommendation # 2	FRPP	5 Yr.
Secondary	The Secondary Leadership Team and teachers explore further the potential for more horizontal and collaborative integration in the secondary curriculum.	C	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):	SCHOOL AND BOARD		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
School and Board	Braeburn Schools Ltd. and the Leadership Team prioritise the creation of a unifying strategic plan that integrates existing elements into a coherent, sustainable and financially resourced long-term blueprint for the school's future	C	C
	Recommendation # 2	FRPP	5 Yr.
School and Board	Braeburn Schools Ltd. and the Leadership Team assemble a unified school policy manual, accessible to the school community.	IP	C
	Recommendation # 3	FRPP	5 Yr.
School and Board	Braeburn Schools Ltd. identifies and takes advantage of suitable opportunities for regular Board training.	C	C
	Recommendation # 4	FRPP	5 Yr.
School and Board	Braeburn Schools Ltd. creates and implements a mechanism for regularly evaluating their individual and collective effectiveness in achieving their established goals.	IP	C
School and	Braeburn Schools Ltd. implements, reviews and develops	C	C

Board	further the process for the regular appraisal of the Heads of School in order to maintain the co-operative working relationship between the governing body and the Heads that is required to effectively achieve its mission		
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(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):	SCHOOL AND BOARD		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
School and Board	The Braeburn Schools Ltd and the Leadership Team address the issue of salaries and communicate the decision at the earliest possible convenience.	C	C
	Recommendation # 2	FRPP	5 Yr.
School and Board	The Braeburn Schools Ltd and Leadership Team fully implement an appraisal policy for all staff which is linked to professional development and improved teaching and learning.	C	IP
	Recommendation # 3	FRPP	5 Yr.
Whole school	The Leadership Team ensures that there is a clear induction programme related to school academic issues for all staff at the beginning of the academic year.	C	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):	WHOLE SCHOOL		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
Whole School	The Leadership Team write a position specific job description for the SENCO.	C	C
	Recommendation # 2	FRPP	5 Yr.
Whole School	The Braeburn Schools Ltd and Leadership Team draw up statements of policy for both pastoral and health care of students.	IP	C
	Recommendation # 3	FRPP	5 Yr.
Whole School	The Leadership Team provide resources and, if possible, training for the development of strategies for teaching EAL in the mainstream.	C	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):	BOARD		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
Board	Braeburn Schools Ltd. compile and publish a comprehensive Policy Manual covering all areas of the school's operations	IP	C
	Recommendation # 2	FRPP	5 Yr.
Board	Braeburn Schools Ltd. develop and regularly revise a comprehensive strategic plan covering the resources utilised in its educational provisions and the schedule of replacement.	IP	C
	Recommendation # 3	FRPP	5 Yr.
Board	Braeburn Schools Ltd. continue to review and enforce its health and safety policies in order to meet acceptable international standards in all areas of the school's operations including storage of hazardous chemicals and vehicle movement in the car park.	C	C
	Recommendation # 4	FRPP	5 Yr.
Board	Braeburn Schools Ltd. create a strategic plan for school improvement and development to include provision for increasing the ICT hardware and software, including Internet access speed, interactive whiteboards and data-projectors, available for research and the enhancement of learning.	R	C
	Recommendation 5	FRPP	5Yr.
Board	Braeburn Schools Ltd provide resources to upgrade the Library facilities, collections and librarians' training so as to better support student learning at all levels of the school.	IP	C

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

SCHOOL SECTION: (e.g. Early Years, Elementary School, Middle School, High School):	WHOLE SCHOOL		
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
Whole School	The Senior Leadership Team provides specific professional development for the House Parents.	C	C
	Recommendation # 2	FRPP	5 Yr.
Whole School	The School explores additional opportunities to develop international mindedness through both curricular and extra-curricular links.	C	C

(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 <i>In Progress</i> (IP) at this Five-Year stage.			
Section (e.g. A1, B4 Middle School, etc.)	Actions	Success Criteria	Timeline
Section A Recommendation 4	The school considers revising its section of the Braeburn Schools website to further enhance the information available to prospective families. This was completed after the initial inspection; we are now in the process of redoing our website as part of a whole group initiative. This will be ready in September 2016	New website up and running	September 2016
Section B Primary Recommendation 2	Rejected - moved on from the creative curriculum in line with NC 2014	NA	/
Section B EYU Recommendation 2	Rejected as above	NA	/
Section D Recommendation 2	The Braeburn Schools Ltd and Leadership Team fully implement an appraisal policy for all staff that is linked to professional development and improved teaching and learning. Appraisal is in place for all teaching and admin staff. A new Headteacher model of appraisal is being reviewed and trialed this year to be fully implemented next year.	New format of Head's appraisal in place	September 2016
VISITORS' SUMMARY COMMENTS & OBSERVATIONS			
<p>Section A - The Braeburn Group has revised the website of all of the Braeburn Schools. Each site is personalised and will also link with the other schools. The new website will be launched in September 2016.</p> <p>Section D – The staff appraisal for all employees at the Braeburn Schools has been implemented as reported above. Headteacher appraisal will be carried out by an external agency to ensure fairness and a more neutral approach.</p>			

SECTION 2b –ACCOMPLISHMENTS & CHALLENGES	
<ul style="list-style-type: none"> • Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole. • The sections reflect the 8th Edition Standards headings. 	

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>School Guiding Statements (A): A1</p> <p>ACCOMPLISHMENTS Guiding statements, vision and mission have been rewritten, updated (with input from whole school community) and published to all.</p> <p>CHALLENGES We are now monitoring and evidencing how these Guiding statements drive decision making, planning, action and review at multiple levels of school life.</p> <p>FUTURE IMPACT Well known and understood Guiding statements that become engrained within the school and wider community.</p> <p>A2</p> <p>ACCOMPLISHMENTS The schools guiding statements do demonstrate a commitment to internationalism/ interculturalism in education. This is shown through events such as the following:</p> <ul style="list-style-type: none"> - Whole school International Days, in addition to by termly themed days for example Respect Day, Maths Day. - Themes of Internationalism and interculturalism are covered in PHSE, assemblies and discussed in form time registration. - International topics are covered in several academic subjects including History, Sociology, Modern Languages etc. - Assemblies follow a theme of global cultural events, values and Guiding Statements <p>CHALLENGES Ensuring that students who join us in different year groups are brought up to speed on our philosophy vision and guiding statements – this can be challenging when a lot of new students enter one year group. Another challenge is adapting a UK national curriculum into an international one.</p> <p>FUTURE IMPACT Increasingly internationally minded children Becoming known within the area as the school to go to with international mindset</p> <p>A3</p> <p>ACCOMPLISHMENTS Our vision and Guiding statements are clearly committed to fostering desirable traits related to interculturalism / internationalism and in practice this is promoted through discussions, lessons, PSHE, RS, assemblies, Tutor groups, and subjects such as Geography, Sociology, MFL and through service to the community (seen through the work of Interact, Charity Days etc) and through mentoring roles within our community such as Peer Mentors/ Prefect.</p> <p>CHALLENGES</p>	<p>BMIS has taken the three intersecting Braeburn Circles, Confident Individuals, Responsible Citizens and Learners Enjoying Success and distilled them into seven guiding statements for the school. These are:</p> <ul style="list-style-type: none"> • Responsible Citizens • Critical Thinkers • Technically Literate Individuals • Healthy Individuals • Tolerant Individuals • Effective Communicators • Life Long Learners <p>These characteristics are promoted through the curriculum and other activities in the school.</p> <p>The students are familiar with them and are proud to be members of the school community. The parents are more familiar with the Braeburn Circles and could give many examples of how they are expressed in the daily life of the school.</p> <p>The seven guiding statements are known as the Braeburn DNA, a phrase used often when describing what a Braeburn student is like.</p> <p>The seven characteristics will be reviewed in term three to ensure they are still vital. They have been shared one at a time in the school newsletter to familiarise the school community with the expectations for all members of the BMIS community. New students at the beginning of the year have an orientation that introduces them to the school and its goals including the guiding statements. Students and parents who arrive during term time often do not have this orientation; this is a goal for the coming year.</p> <p>Parents and students commented on the</p>

<p>Celebrating mother tongues more in Primary Which international / or cultural events to focus on during a given day, week or term</p> <p>FUTURE IMPACT Celebrating and practicing the desirable traits related to internationalism or interculturalism</p> <p>A4 ACCOMPLISHMENTS The schools Admission Policies ensure that there is alignment between its Guiding Statements and actions.</p> <p>CHALLENGES As we are a non- selective school it is difficult to ensure that we maintain a balance between accepting children and the limits of the provision we can offer e.g. LS / EAL/ support. There are also challenges in accepting chd into the school (particularly higher up in the school) when they have come to us from a different educational system or with very little English.</p> <p>FUTURE IMPACT Increase personnel and training in EAL and SEND roles.</p>	<p>exposure they have to international and intercultural thinking in the curriculum and other activities. The school is well known in the community for its outlook and educational opportunities.</p> <p>As a non-selective school there is a range of abilities represented in the student body. The Learning Support and English Support programs are strong in the Primary school. Support in the Secondary school is more on an individual basis. After IGCSE, in addition to the A level years, the Edexcel BTEC programme is offered which provides course of study that prepares the students for more professional training. In addition to the business course, travel and tourism will be added. Eventually the school would like to offer BETEC music, art and drama.</p> <p>As the school population increases, providing more training in EAL and SEN will be important, especially at the secondary level.</p>
<p>Teaching & Learning (B): Accomplishments Challenges</p> <p>Teaching & Learning (B):</p> <p>B1 ACCOMPLISHMENTS Our curriculum in content, design, implementation, assessment and review reflects our mission as a school and is designed to foster global citizenship and student achievement.</p> <ul style="list-style-type: none"> - The curriculum is challenging, varied, creative and personalised. - Planning expectations have increased and because of this planning is uniformed and detailed. It is also reviewed regularly and kept inline with the UK national curriculum - A range of horizontal and vertical learning opportunities experienced across the BMIS school. - In place there is a detailed and informative professional development package which impacts on the school life. <p>CHALLENGES The challenges we face are making sure that curriculum changes can be resourced quickly as we only order resources from the UK once annually. In secondary we sometimes have trouble matching the resources to the exam syllabus</p>	<p>Since the last report, the curriculum has been changed in Early Years and Primary from the Creative Curriculum to the National Curriculum 2014. IGCSE and A Level are offered for Secondary students and BTEC Business has replaced the A Level equivalent. There are plans to extend this programme to travel and tourism, in response to the work opportunities in the area in which the school is located. The feasibility of Introducing other BTEC subjects and NVQ qualifications are options which may be explored in the future.</p> <p>Planning has been standardised and daily, weekly and termly plans are stored digitally. In line with increased expectations, lesson plans were readily available in classrooms and contain details of differentiation, specific resources and cross-curricular links. Active differentiation was evident in most Early Years and Primary classes visited, however, in Secondary, little was sited. The school has found it particularly important to forward plan and prioritise, to allow for new resources to be ordered from</p>

e.g. in PE a textbook has been produced for EdExcel, however, there has not been one produced for Cambridge. Limited budget to resource e.g. Library and IT

FUTURE IMPACT

Chd who leave with a well rounded holistic education and become successful individuals, life-long learners, responsible citizens

B2

ACCOMPLISHMENTS

At BMIS we have a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs – one that prepares students for life-long learning. We feel that the differentiation found within the Primary School is particularly strong and something we have targeted over the past three years. As a school we have developed our curriculum provision in the Senior School by the introduction of BTec.

CHALLENGES

The challenges we face as a school are as follows:

- Meeting the social and emotional needs of the students e.g. we have little social services provision in the same way that you would find it in a MEDC. We are members of CPAN (the Child Protection Advisee Network in Kenya though)
- Developing our BTec provision further (a good challenge!)
- Introducing e.g. NVQ and other qualifications for children for whom AS and A level are not a suitable option
- Getting the balance right to ensure that we are not merely an option for children with learning support needs – this is one of our strengths, but we also want to be known as a successful school for children who are academically strong.
- Shared facilities between three parts of the school
- The need for improved facilities in some curriculum areas such as the dramatic arts and Music.

FUTURE IMPACT

To be able to fully cater for all learning needs in the higher end of the school through the number of courses and qualifications offered. To fulfill our staged development programme to improve facilities within the school.

B3

ACCOMPLISHMENTS

Vertical learning has happened consistently every year on a termly basis for the past five years. Our teaching and learning is guided by comprehensive documentation that reflects horizontal and vertical articulation. In new areas of the curriculum (e.g. Primary computing which has replaced the older ICT curriculum and the new National Curriculum 2014 implementation from Years 1-6) cross-curricular links are being mapped.

CHALLENGES

Making time between two different timetables (Primary and Secondary) to allow vertical articulation to be planned and delivered.

a finite budget.

A wide range of student needs are catered for and the school continues to attract families of children whose learning or physical needs are not catered for by other schools in the area. The group is to be congratulated on its proactivity in designing a building with disability access. BMIS is being recognised for its strong Inclusion programme, supported by trained personnel and teachers with classroom differentiation. However, there is a challenge in balancing the needs of a students with additional needs while maintaining the focus on the regular student so that parents of this group will continue to be attracted to the school.

As students in the Early Years and Primary currently requiring significant support move into exam grades, this challenge will become more evident.

Some flexibility is needed in the sharing of common spaces, particularly in wet weather, but there is a staged development plan in place which will address this.

Vertical articulation is mapped in subject areas and Subject Co-coordinators meet to look for vertical learning opportunities. This has enabled the alignment of some topics to facilitate cross-curricular learning and also opportunities for older students to share learning experiences with younger grades. Year Seven, for example, recently acted as peer tutors for Year 2 with a science topic.

There is a PSHE programme in place with a whole-school coordinator. Topics are rotated on a two-year cycle to avoid repetition. The school has put a great deal of thought into defining International Mindedness. Opportunities to embed it in the curriculum have been mapped and will be introduced into planning with links to International/Moral/Social/Intercultural aspects (IMSI). Reference is made to local culture where possible and the curriculum adapted to make it more relevant for the setting.

FUTURE IMPACT

- We will create adaptable, flexible thinkers who approach problems with a multi-disciplinary approach
- Students will have a positive sharing attitude to learning
- Students who are used to working with students out of their age group will become good communicators

B4**ACCOMPLISHMENTS**

Students have benefitted from a curriculum and activities that help to contribute to the development of global citizenship in students. Specific examples – include: International Day, the RS and PSHE Curriculum, assemblies and themes of the week.

CHALLENGES

- To use the diversity of the school to enrich the learning in examination year groups is difficult as there is little time to diverge from the syllabus
- To make sure that links are meaningful and authentic

FUTURE IMPACT

Increasingly internationally minded students

B5**ACCOMPLISHMENTS**

The school provides a comprehensive programme of continual professional development for teaching staff, and teaching assistants, as well as training for administration, auxiliary staff and classroom assistants.

CHALLENGES

- Time and cost involved in Inset
- Having a more rapid turn over of staff than you may experience in another type of school (that is not an International school) means that training sometimes needs to be cyclic

FUTURE IMPACT

Continuing to improve the provision for our students through the CPD of staff

B6**ACCOMPLISHMENTS**

At BMIS the teaching within our classrooms reflects an understanding in the different ways in which students learn. Teachers think about visual, auditory and kinesthetic teaching and learning styles as well as the needs of differing abilities and the EAL needs of students.

CHALLENGES

- Movement of staff on two year contracts or renewable contracts means that a constant cycle of training is needed
- We have a mobile international body of students this means we have a number of students leaving and joining our school each year with differing needs that need to be assessed, understood and catered for.
- Each year we have a number of children with fairly

A planned, comprehensive programme of professional development for all members of the staff is documented. Occasionally groups will attend external in-service, particularly with the introduction of new initiatives, and disseminate the information to other staff. Inset is scheduled once weekly and sessions can be whole school or by section. During years of high staff turnover, the professional development record will be useful to identify which training may have to be repeated. Upskilling the teaching assistants has been a priority for the past two years and they have been released one afternoon a week to take part in sessions such as 'Developing positive relationships with children', 'Comprehension Skills', etc. This has been valuable training and is reflected in the quality of the strategies used by them.

The school is aware that with such a wide range of abilities and needs in the student body, which can vary from year to year, it is necessary to continue updating staff with support strategies for students with learning issues and English language needs.

There are still rooms available for art, design and technology drama, etc., but as the school grows and these rooms become classrooms, other spaces will need to be provided. There is a staged development plan for this.

Assessment, both formative and summative is in place and is used to drive the learning through identifying learning gaps and trends which might indicate the need for further attention to the topic. The students 'Learning Journeys' are being documented and are a rich source of information on each student's strengths and challenges. The iPads will prove a valuable tool for recording student progress.

The Primary School is using a six-point scale for formal assessment and is in the process of developing a bank of moderated work samples that are typical for each level. Assessment results in subject and year levels are monitored and used to modify or review instruction where needed. In the

significant EAL needs

- Provision for differing EAL needs changes yearly

FUTURE IMPACT

Further development of our LS / EAL development and training of staff

B7

ACCOMPLISHMENTS

- Appropriate support and resources are in place to allow access and full participation by all students. Our class sizes are comparatively small and our staff qualified fully for the positions they are in.
- We have worked on the continuing professional development of our teaching assistants over the past two years and are proud of the development that has taken place in this area.
- Over both schools we have ensured that there is consistency in planning and that well planned lessons are produced.
- There is a cyclic programme to review and update policies
- We have a good range of specialist teachers in secondary and working across primary (e.g. ICT, Music, PE, Kiswahili, French)

CHALLENGES

- Internet and software access
- Replacement schedule of IT equipment
- DT provision

FUTURE IMPACT

In our buildings development plan we hope, in the future to be able to improve the school building resources by developing:

- An Arts center
- PE hall
- Drama space / theatre.

B8

ACCOMPLISHMENTS

Through our annual self-evaluation we assess the impact of teaching strategies in subjects and departments and the level of student performance. This has also been done through assessment monitoring and evaluation and exam results analysis. The Primary School has adopted the new Curriculum 2014 of England and Wales, and in the Secondary Section new curricula material is updated and changed along with the changes in exam syllabi and KS3 curriculum.

FUTURE IMPACT

- A larger resource base will be built to support the delivery of the Curriculum 2014 in Primary
- Moderation examples of assessment will have been created in the Primary School
- Cohesive assessment strategies will be established between KS2 and KS3 as the KS3 new curriculum is put in place.

next school year, iPads will supplement the technology currently in use in the Primary school. Students in the Secondary are already bringing their own devices. The addition of a second IT lab has freed up slots for class and subject teachers and enabled the younger students to have lessons in the lab. The physical suitability of lab would be improved if the furniture was of an appropriate size.

The school has responded strongly to the recommendations regarding the development of the curriculum and assessment process, particularly those which inform teaching.

Tracking students who leave after their IGCSE and alumni who have completed their education at the school will provide information which can be used to determine future direction for the curriculum.

<p>B9 ACCOMPLISHMENTS</p> <p>Through our annual self-evaluation we assess the impact of teaching strategies in subjects and departments and the level of student performance and our curriculum provision. We have been successful in adapting the curriculum for the needs of our students – by e.g.:</p> <ul style="list-style-type: none"> - The introduction of BTec - The adaptation of Geography and History content in the Primary School to cover Kenyan History and Geography as well as International topics - The introduction to the Early Years of 'Development Matters' – 7 areas of learning <p>CHALLENGES</p> <p>Again the movement of staff who are leading innovation to other schools and the retraining of new staff starting at BMIS</p> <p>FUTURE IMPACT</p> <p>Continued focus on the areas outlined in Standard B9 will help BMIS to continue to make progress</p> <p>B10 ACCOMPLISHMENTS</p> <p>As a school we have established methods of formal recording, analyzing and reporting systems on school wide achievement and on individual pupil performance to parents etc. We have established good tracking, monitoring and reporting systems and report to both parents and to the Board. Our analysis and tracking of pupil performance and results is good</p> <p>CHALLENGES</p> <p>Official tracking of alumni</p> <p>FUTURE IMPACT</p> <p>More data collection will ensure that we can determine the continued effectiveness of our school system.</p>	
<p>Governance & Leadership (C):</p> <p>In this document we will assume that the Governance questions are those relating to our educational board</p> <p>C1 ACCOMPLISHMENTS</p> <p>Support of the school development Strategic development meetings RE site development</p> <p>C2 ACCOMPLISHMENTS</p> <p>Clear and good relationship with Board and Staff Group Management Committee Regularly meetings with Group Management Committee and SMT of school; Standard agendas in place for meetings</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 Head of school has been at BMIS for a</p>

<p>CHALLENGES Distance between schools (largely overcome by termly visits, phone calls and Skype)</p> <p>FUTURE IMPACT Continuing support and development of the school</p> <p>C3 ACCOMPLISHMENTS The Heads of the two schools work closely together in ensuring the school's mission is achieved – this responsibility has been supported by the development of the Senior Leadership Team and middle management team, within the school there is now a wider team approach to ensure that teaching, learning and student well-being are supported and that the school's mission is achieved. The changes made to the leadership structure are as follows</p> <ul style="list-style-type: none"> - Development of the SMT team - The creation of a Deputy Head Pastoral role - Exams officer is not SMT anymore - Secondary 'Arts' Departmental Head created - Responsibility allowance now given in core subject, in Primary - Cross school managements meetings very productive - Greater responsibility given to Middle Managers – KS coordinators <p>CHALLENGES</p> <ul style="list-style-type: none"> - Time – administration duties / education - Maintaining a stable SMT team (as we have done over the past 2-3 years) when movement of staff between the Braeburn Group and to other schools is an inevitable part of International School life <p>FUTURE IMPACT</p> <ul style="list-style-type: none"> - Growth of the school under a stable leadership - Increasingly good policy documents (both at school level and at Group level) which ensure that the identity of the school, its vision, mission and guiding statements and that the policies and procedures within it are maintained, reviewed and developed year on year. <p>C4 ACCOMPLISHMENTS All Board members have Board Policy manual Appraisal of governing body (self-appraisal) has been done through an external consultancy</p> <p>CHALLENGES Head of school appraisals are being reviewed and trialed this year</p> <p>FUTURE IMPACT Continued transparency and cooperation in governance with clear policies and practices</p>	<p>long period of time and has contributed to the stability of the school. The list of changes which have contributed to the advances made in the programmes and practices in the teaching and learning programmes have been the result.</p> <p>Although there is movement of staff between the Braeburn schools the common practices of the group ensure consistency of delivery of the programmes.</p> <p>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</p>
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<p>C5 ACCOMPLISHMENTS Clear long term investment in the school Clear site strategic planning Unwavering support from the Board</p> <p>FUTURE IMPACT A growing and supported school</p>	
<p>Faculty & Support Staff (D): D1 – BMIS staff to pupil ratios are good and we have a broad based auxiliary staff and administration staff supporting the running of the school. Recruitment and screening procedures are in place, staff are given support, CPD training and non contact times in order to scaffold the delivery of the curriculum and monitoring and evaluation of student progress. Specific examples of how we meet this standard are:</p> <ul style="list-style-type: none"> • Screened CVs • Interview process with 2+ members of staff • Safer recruitment policy • CID clearance, CRB, DBS, ICPC is required • All staff receive annual Safeguarding and Child Protection training • We ensure that a selection of the school staff across all areas have up-to-date first aid training • Staff are professionally qualified for their positions • Staff receive more non-contact time that would receive in e.g. UK • All staff including support staff screened by police. • Annual appraisal for teaching staff and auxiliary staff <p>Challenges</p> <ul style="list-style-type: none"> • Recruitment (particularly during unstable times of security) • The continual cycle of retraining due to staff movement • Cost of training <p>D2 Challenges</p> <p>ACCOMPLISHMENTS BMIS fulfills the standards stated regarding the embracement of the school’s Guiding Statements and staff ethically and professionally carrying out their duties and responsibilities, inspiring children to reach their potential. Areas in which we excel:</p> <ul style="list-style-type: none"> - Training of staff - Keeping current with educational changes - Upholding our Guiding Statements and our vision of school <p>CHALLENGES</p>	<p>Guidelines for selecting new teaching staff are clearly outlined and followed at BMIS. There is low staff turnover. The Fees and Salaries Board of the Braeburn Group recommend salaries based on enrolment and income of the school also taking into account the location of the school. Professional development opportunities for teachers and teaching assistants are plentiful and include online, webinar and those offered by the Braeburn Group. Teaching assistants who have a local qualification are supported in advanced study to become qualified as a classroom teacher.</p> <p>Staff appraisal is well outlined and includes drop-in visits, learning walks, peer visits and formal appraisal. Primary teachers are monitored by target setting as well.</p> <p>The induction programme for new teachers includes advice on living in Kenya as well as setting up services needed. Housing is provided adjacent to the school. A whole-school induction takes place shortly before the first term opens.</p> <p>The main challenges are government restrictions regarding age limits for hiring teachers and the constantly changing regulations regarding visas. The KAIIS has been active in trying to sort this out. As an international school BMIS tries to maintain a balance between well qualified local teachers and the international staff.</p>

<ul style="list-style-type: none"> - Implementing government policies to do with education - The slow process of KAIIS lobbying parliament to make educational changes - The time it takes to collate evidence we are doing this e.g. to carry out questionnaires, observations, learning walks <p>FUTURE IMPACT Children will always receive innovative teaching and be exposed to the best pedagogical practices. The Guiding Statements will be embedded in a Braeburn DNA.</p> <p>D3 ACCOMPLISHMENTS All staff have written contracts and terms of employment – all specifications in D3A are covered</p> <p>Policies are in place to cover appeal for claims of unfair dismissal We are in line with Kenyan employment laws</p> <p>CHALLENGES</p> <ul style="list-style-type: none"> • In comparison with e.g. the Middle East retention, can be an issue with our salary packages • Relatively experienced teachers cannot get a work permit due to low retirement age in Kenya and age we can apply for a work permit <p>FUTURE IMPACT Rising student numbers will allow further improvements in salary package</p> <p>D4 We are fully compliant with this standard (policies and guidance establishing expectations for the performance of staff)</p> <p>D5 ACCOMPLISHMENTS We cover the standard D5 fully we have an appraisal policy and staff are appraised annually – it is an open and positive process, with discussion between the appraiser and appraisee - there is a right to appeal. There is a programme of professional development that happens throughout the academic year in both primary and secondary.</p> <p>FUTURE IMPACT Continually improving standards throughout the staff body and therefore having a direct impact in positively improving the teaching and learning provision within the school as well as in the running of the facility.</p>	
<p>Access to Teaching & Learning (E): E1: ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • There is assessment on entry - including standardised assessment • Accomplished and currently effective procedures are available for identifying the learning needs of students. Screening is already in place. 	<p>The school is non-selective and is currently catering for a number of students with wide ranging needs. Assessment on entry helps identify the type and level of support a student may require and if necessary,</p>

- The Learning Support department has grown well in terms of staffing with the hiring of two more members in (2013) since the last visit.
- We have effective assessment procedures to monitor student progress.

CHALLENGES

- We are a non-selective school – we therefore have at BMIS students with a multitude of abilities. This, in turn, creates interesting, but not insurmountable, challenges with EAL, behaviour, SEND and GAT
- Student - teacher ratio, to manage support, especially with the current primary students moving to secondary, needs to be looked at to ensure a continued level of provision for children moving from Primary into Secondary.

FUTURE IMPACT

- We will be bringing in standardised quantitative assessment to allow increased knowledge of our students on entry – this means we can give them the support and differentiation they require in Maths from the start.
- Value added – We will have a growing reputation as a school who can cater for all learning differences.

E2

ACCOMPLISHMENTS

Learning Support is an established department within the Primary school and a developing area in EYs and Secondary.

CHALLENGES

Not having specialists / professionals within the Mombasa region e.g. Speech Therapists, Educational psychologists, Educational councilors

We would ideally like to expand our LS department to further incorporate the needs of Secondary and EYs

FUTURE IMPACT

A growing LS department which offers a wide range of support to students at all levels.

E3

ACCOMPLISHMENT:

- Support is offered to staff on pedagogical approaches, which scaffold the needs of EAL students.
- BMIS has scheduled an international languages day to encourage development of student’s home languages
- Further training in EAL was given to staff Term 2 2015-16
- We have children within the school who came with no English language (written or spoken) and who are now flourishing

CHALLENGES

- Ongoing training of teaching staff and assistants for EAL
- Keeping up the level of support we give to our EAL children as the school grows

members of the department will observe for a period to gain more information. When it is warranted, educational evaluations are recommended, and parents can choose to make use of the services of an educational psychologist who will come to the school for two days. It is difficult to access external therapists in the area. The school has a list a list of external providers who offer professional services in the region and it would be useful to continue to use parental and professional contacts to source contacts in popular holiday destinations or home countries. There is a well-established and staffed Inclusion Department who provide support from Early Years through to Secondary. A number of students in exam classes already have evaluations that qualify them for the use of a scribe, reader, computer or extra time. The student-teacher ratio will need to be monitored as Primary students move into Secondary. Some students will require a high level of support which as yet, is not reflected in the fee structure.

The school only occasionally enrolls students with high EAL needs, but teachers have had in-service in support strategies, and on the four point scales used to determine a student’s level. A large proportion of the students have an EAL background, but generally start in the school when young and develop communicative fluency quickly. Student progress will need to be monitored to ensure that their level of cognitive and academic English develops accordingly.

Orientation is provided for new parents and students and there are plans to resume a parent body, Friends of Braeburn, to be more involved in this area in the future. Career and subject guidance is provided by an external professional for students moving into IGCSE and A Levels and for University options. Led by the KS5 Co-coordinator, Form Tutors assist with applications. Pastoral care across the school is led by the Pastoral Deputy in liaison with the class teacher or another who may have a special relationship with the child. Due to the size of the school population, it appears as if the teachers know their students well and a very caring

FUTURE IMPACT

We are known as a school who excels in managing children with EAL

Access to Teaching & Learning (E):**E4****ACCOMPLISHMENTS**

We meet the criteria well regarding academic, career and tertiary education . In terms of personal counseling the tutor, KS coordinators, and Deputy Head Pastoral, pick up and manage pastoral issues. Examples of how we meet other areas of the standard are as follows:

- Children and parents are given orientation into the school and students are given a buddy on joining the school. All parents are provided with a Parent's Handbook on entry giving them the essential information they need.
- Parents are given support in choosing next step education, interview practice is given and the school invigilates exams from other institutions for pupil entry and provides references for students.
- Pastoral care child protection documentation, achievements, school academic records are all kept and backed up.

CHALLENGES

- Lack of an external educational councilor.
- Some parents not being open with the school about movement from the school
- Tertiary meetings with outside advisors are not formally recorded – this is something we have asked for and hope to be implemented

FUTURE IMPACT

Continually improving counseling and advice for students through greater thought being given to this area.

E5**ACCOMPLISHMENTS**

We provide appropriate health care for our students and promote good practices of Healthy Eating in the following ways:

- Two nurses on site (a day and a night nurse)
- Ambulance services
- Consulting doctor
- We have a Healthy Eating Policy, Healthy Me Week and a balanced school menu
- Education on well-being is taught in PSHE
- PE – 4 hours of exercise a week in timetabled provision and an expectation of participation
- Interact have helped run an eye and dental clinic
- We have worked to make the parents more aware of road safety
- Ebola – pandemic protection readiness and training
- Nit / Head lice checking
- Treatment of standing water against mosquitoes which carry malaria and dengue fever

ethos exists.

The school has identified as a challenge the lack of a counsellor or career advisor.

The school has listed the avenues through which health care and healthy eating are promoted. There is also a high emphasis on physical activity through the PE Curriculum and After School sporting activities. There is a high degree of uptake in team games and the school is building a sporting reputation in a number of sports. Consistency in support from the parent body of healthy eating and safety on the roads are ongoing challenges and one which the school is attempting to address through parent education.

<p>CHALLENGES Parents supporting our healthy eating policy and road safety advice</p> <p>FUTURE IMPACT A healthier and more aware community</p>	
<p>School Culture & Partnerships for Learning (F):</p> <p>F1</p> <p>Achievements:</p> <ul style="list-style-type: none"> - There are policies such as: Child Protection, Safeguarding Policies, Anti-Bullying and Behaviour policies, which are in place and are being implemented on a daily basis. All staff are aware of them there is training on an annual basis regarding the safeguarding of students. - Policies are regularly updated in line with UK, ISI standards - There is a child protection officer – Designated Senior Lead. - Regular PSHE lessons and Circle Time sessions address issues that arise - Behaviour cards are in place in primary and secondary - Our children are very understanding of diversity: - Special days reflect our ethos and Guiding Statements e.g. Respect Day, International Day, and special assemblies (e.g. Armistice). - Celebrating student’s successes though certificates of merit, awards for all students’ achievements. Wow Wall, Student of the Week - InterHouse Sports days, swimming galas, poetry, spelling, art, baking are in place to celebrate talents across many areas. - We have Golden Rules in Primary and a clear code of conduct in secondary – our Behavioral Policy and card system supports this. - Confidentiality is part of our contractual agreement - We have a newly implemented programme of PSHE that crosses Primary and Secondary <p>Challenges:</p> <ul style="list-style-type: none"> - Control of social media <p>FUTURE IMPACT A continued process of policy review to ensure that we are compliant with Kenyan and international standards and to make sure that the policies and procedures are in line with the needs of the student.</p> <p>F2</p> <p>We have put in place an effective communication system with parents. We would list the following as our achievements:</p> <p>Achievements:</p> <ul style="list-style-type: none"> - Home School Communication Policies are in place in Primary and Secondary 	<p>BMIS is a member of the Kenya Association of Independent International Schools (KAIIS) which is very active in working with the government agencies to establish an understanding of how independent international schools work and how their needs may differ from local/national schools. This has had a positive effect on issues such as visa issuance and taxes. It has also had an effect on the development of the child protection stance of the international schools in Kenya. Kenya has been very active in the field of child protection, setting up CPAN, which provides access to various agencies and acts as a clearing house to provide individual support.</p> <p>Internal policies for safeguarding the students also are in place. These are shared with the parents at the beginning of each year.</p> <p>The PSHE programme for the whole school has been introduced and is timetabled on a weekly basis. Topics are provided by the Pastoral Deputy and the lessons are delivered by the class teacher in the Primary school. Secondary students have life skills included to prepare them for independent living as the go on to university. Students may have a voice in selecting topics for consideration during the classes. Information available on social media continues to be an area that needs to be addressed in the PSHE classes. Helping the parents to be aware of controlling access is being considered as well.</p> <p>The parents are very supportive of the school and its programmes. They praised the caring environment for the students and</p>

- A termly report system
- Parents evening
- Group SMS messages
- Blinksport
- Letters sent in hard and soft format
- Weekly newsletters
- Twitter
- Termly summaries in final assemblies
- PSF meetings and reps also facilitate communication
- Meetings to inform parents about curriculum matters e.g. assessment meetings, Year 6 induction, Key stage 3 evening, KS transition meetings with parents, form tutor meetings, University Fairs, BTEC meetings, Work experience, careers evening, academic, mock results meeting and pastoral informative meeting

Examples which show our achievements in creating a positive learning community also include:

- Termly vertical lessons between all subjects and year groups throughout primary and secondary
- Arts evening, Year 10 work experience, option taster days, career evening are in place, work experiences, BTEC
- Parent/teacher vs students sports, PSF quiz nights, new parents' social evening

Challenges:

- Parents not attending meetings
- Parents not reading communication in whatever form it is sent

Future Impact

- Continue to build on a positive home-school partnership

F3

Achievements:

We have a varied and successful activity programme that takes place after school. Other examples of enriching activities which help support the development of students as well as promoting global and environmental awareness and community responsibility are:

- Interact club
- Beach cleanup
- MSMUN
- EAMUM
- RE lessons
- PSHE lessons
- Mombasa topics in history
- Visiting local artists,
- Fire by Ten (local theatre company)
- Green day
- Respect Day
- Walking for water
- Junk art projects
- Local schools invited for sports, productions.

We support leadership through:

- The PA club

the families as well. The three Braeburn Circles and the ideals they represent are well known to the parents and they can give many examples of how they are present in relationships between the home and the school. Communications from the school to the parents in a variety of formats and they feel well-informed. Ensuring that all communications are read is an ongoing challenge.

The Parent School Forum (PSF) is an open meeting with a pre-proposed agenda when information of a general nature is shared with the school community. Often presenters are invited who are able to share knowledgeable information on the topics to be discussed. A Friends of Braeburn group, which would develop social activities for the community, is under advisement by the parents. This has been developed in other Braeburn schools with success.

The students believe the three Braeburn concepts as well as the DNA statements drive the teaching and learning and other activities in the school. The strengths of the school student activities and co-curricular opportunities are vast and cover a variety of areas. Students may make suggestions for additional activities.

Boarding facilities are weekly with two houses, one for girls and one for boys. The capacity of each house is 12, with four beds to each room and en suite washroom facilities. A boarding matron/patron lives in. All meals are served in the school cafeteria. The students would like to have a more varied menu in the evening saying that it was not what was cooked but how it was cooked that could be improved.

The boarding facilities are not full now but it is hoped that the numbers will increase and additionally facilities will be added.

Co-curricular and community activities are numerous and well attended by the students. The sports programmes have improved with the teams competing with other schools and having winning results. Community activities may be part of the Rotary International Interact club. Students also support a nearby orphanage. Older

- Prefects
- House Captains
- Peer Mentors
- Student Council reps
- Head boy/girl,
- Sports captains
- Class Monitors

Challenges:

Keeping the extra curricular programme interesting and stimulating whilst making sure that there are a variety of options for each age group

Future impact –

Ensuring that when students leave BMIS they do so as rounded and responsible Global Citizens

School Culture & Partnerships for Learning (F4):

ACCOMPLISHMENTS

- We have a successful weekly boarding programme
- Boarding staff under went training June 2016
- Boarding facilities meet local authority safety standards
- We have a very happy family orientated boarding facility
- We have worked to improve communication between boarding staff, teaching staff and parents.
- Increased number of staff supporting boarding

A change in boarding staff during 2015 has meant that policies and procedures have been updated

CHALLENGES

- Growing numbers of boarders – need additional space
- Need for larger house parent accommodation

Future Impact

To have a larger and more developed / resource boarding facility.

students may also work with younger students when it offers authentic support.

Operational Systems (G):

G1

ACCOMPLISHMENTS

The Board and BMIS meet all standards in G1. Fees and salaries are discussed between Board and Head teachers

FUTURE IMPACT

Growth, salaries raised – retainment of staff - we pay off the loan to the Board and Bank

G2

Facilities adequate for most of the time. However, a challenge is that during certain times or circumstances, the facilities are not sufficient to cope; when it rains the noise level is such that it is difficult to be heard when teaching in the first floor classrooms. A positive accomplishment is that there is an effective system in place to report faults with buildings; our bandwidth has also improved. We have in place a structured five-stage development plan for building. There is a need for further storage facilities

ACCOMPLISHMENTS

- Increasingly good and available ICT facilities
- Increasing numbers of Early Years, Primary and Secondary classrooms
- Second phase development is completed
- DT and Art facilities
- Cabro in the car park
- A structured security development within school e.g. the boundaries

CHALLENGES

Having to prioritise and wait for long term development

G3

ACCOMPLISHMENTS

BMIS is successful in meeting this standard. Health and safety/inspection certificates are kept on file and readily available for inspection. Some are displayed in prominent places where relevant e.g. in the kitchen. A Health and Safety Committee meets regularly to discuss issues and all staff have access to a Health and Safety log to report issues as they arise. There are regular 'drills' to rehearse specific circumstances e.g. fire, civil unrest etc. and guidance relating to each is displayed prominently in each classroom.

FUTURE IMPACT

A safe and happy school

CHALLENGES

- The changing status and challenges of security
- Keeping up with ever changing government requirements
- Ability to e.g. train staff of first aid to international standards and accreditation
- Ensuring we are compliant with UK statutory

The financial arrangements of the school are overseen by the Braeburn group and capital projects are planned and funded by it. The school sets and manages internal budgets.

The school is situated on a large plot of land, but despite its size appears well maintained. The facilities are relatively new, and issues that have become evident since construction are being addressed. Hanging ceilings, for example, are being installed to address the noise level in the top floor classrooms during the rainy seasons. The school has funded external training for maintenance staff in electrical work and plumbing which ensures speed of service. Areas such as the swimming pool and Early Years were secure and paved paths have been laid to make structures away from the main building accessible in during the wet seasons. Generally, the facilities are adequate, although some difficulties are experienced during heavy rain.

A Health and Safety committee with representatives from all sections of the school is in place. Any member of staff can log maintenance issues and there is a system in place to ensure these are dealt with promptly. The food service has a long term provider who meets weekly with the Primary Head to plan food delivery in line with the school's healthy eating policy. The school notes it can be difficult to access personnel to train staff in First Aid. As with keeping in line with changing government requirements, this is an area which can only be addressed within certain restraints.

A security service new to the school, but not to the group, provides security cover including armed guards. We found the service vigilant during our visit. The bandwidth has been increased partly to cope with the demands of the new system of cameras and loudspeakers being installed on the perimeter. Regular drills are practiced and both in the school and in the boarding house. Emergency procedures are well documented and displayed and exits clearly marked. The school has

requirements

G4

As mentioned already in G3, inspection and other health and safety records demonstrate that all areas of the school are managed well including food preparation, security and vehicle maintenance. An area of good practice for the school is the use of the Blinkspot system of eye scans to track students on their bus journeys and arrivals at school or home. Additionally, parents and staff are kept up to date with security information via emailed security alerts and meetings. The school employs CCTV to monitor the grounds, has security checks and searches for all entering the premises and recently additional security measures have been put in place as a response to increased security concerns (additional G4S guards and a more visible presence for the armed police guards). Recently there was a visit to assess the school menu and kitchen arrangements in order to identify areas for improvement. Clear guidelines for arranging school trips are available and staff are aware of both the procedures and documentation needed for approval. There are also various systems in place to recognise the contribution of staff to the school including Employee of the Month. Staff are also recognised for their achievements and contributions in front of the whole school e.g. receiving First Aid Certificates in staff meetings.

CHALLENGES

- Staying up to date with all requirements.
- As a member of a group of schools, rather than a stand alone group, it sometimes takes a while to get permission to make changes, when we would undertake them more rapidly were we a stand alone school.

FUTURE IMPACT

To continue to ensure high standards of auxiliary service to help in the smooth running of the school.

carried out a successful invacuation to the boarding facilities, which are surrounded by an electric fence.

SECTION 2C – CORE PRINCIPLES	
<p>Accreditation emphasizes several key concepts which should constitute the core of a school’s orientation and focus: (1) a School’s Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school’s current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school’s alignment to the three main drivers (The school’s Guiding Statements, Teaching and Learning and Internationalism).</p>	
SCHOOL REFLECTIONS	VISITORS’ COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school’s programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>To what extent do they drive the programs and operations?</p> <ul style="list-style-type: none"> • Our values, Mission statement and Circles drive the philosophy and practice of what we are as a school <p>Evidence that they are understood?</p> <ul style="list-style-type: none"> • The way the children act, interact with others • Feedback from parents e.g. “I love the way the children interact with each other with older and younger children, even out of school”. • We have a Braeburn ‘DNA’ which can be observed in staff and pupils • Children are driven and care for others • We have 20+ different nationalities who work together, laugh together and learn together. <p>Evidence that they are shared</p> <ul style="list-style-type: none"> • Sent to parents • On the website • Published in the newsletters • Posters in classrooms and on PSF notice board • Discussed in class and PSHE • Discussed in assemblies (to establish pupils’ voice) and used as themes for assemblies • Staff to make links in lessons • Links made in weekly newsletters to our Values and Guiding Statements • Our values are instilled in the children and staff who come to us / our school • Put in prospectus <p>Evidence that they are implemented</p>	<p>The three Braeburn intersecting circles:</p> <ul style="list-style-type: none"> • Confident individuals • Learners enjoying success • Responsible citizens <p>and the seven guiding statements for BMIS:</p> <ul style="list-style-type: none"> • Responsible Citizens • Critical Thinkers • Technically Literate Individuals • Healthy Individuals • Tolerant Individuals • Effective Communicators • Life Long Learners <p>These all create what is known as the BMIS DNA. The school is very proud that these characteristics are the backbone of all that is done in the school. The SMT carefully tracks the use of the guiding statements as much as is possible. The school planners are looked at on a regular basis.</p> <p>There is also the ‘IMIS’, which is used to look carefully at all programmes in the school. The letters stand for Internet, Moral, Intellectual and social. These concepts are used in target planning by the teachers.</p> <p>There is discussion of a Code of Conduct for parents being developed which would refer to the guiding statements as well as other ethical practices in the school.</p>

<ul style="list-style-type: none"> • New Parents' Social • PSF • Value assemblies • Themes of the week • Special Days • Charity fundraising • Expeditions • PA • Interact • MUN • Beach clean ups • International Day • House system • Respect Day • Newsletter • Tracking • Celebrating festivities e.g. Diwali, Christmas • CPD training • Continually reviewed and differentiated, personalised curriculum • SEND department • Learning Passports • Skype and email calls with e.g. UK and Thailand • BTec • Braeburn's Got Talent • Careers evening • Arts Evening • Sports and sports etiquette <p>Area(s) for Future Attention:</p> <ul style="list-style-type: none"> • From the academic year 2016-17 they will be available in our planners • Braeburn Circles will be put at the bottom of the schemes of work (Senior) 2016-17 • Use them further in our assemblies • We will use them to a greater extent in our marketing 	
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>Are students' learning outcomes clearly stated? – yes through the following:</p> <ul style="list-style-type: none"> - Curriculum - Pacers - Curriculum overviews - Planning - 6 point scale - WALT and WILF (learning objectives and success criteria) - Objectives are orally shared with children <p>To what extent is students' learning the focal point of school development and decision-making?</p>	<p>The documentation associated with the curriculum is comprehensive. Planning has a focus on teaching and learning.</p> <p>Formative and summative assessment has been developed and data is analysed to guide teaching and curriculum development. The Learning Journey documentation recently introduced in the Primary School provides valuable information on each student, their progress and challenges. Assessment is regular and students are tracked. Planned professional development is directed at further skilling teachers and assistants to better support the needs of students. Learning Support staff work collaboratively with classroom teachers and Primary booster sessions are held with a small group identified with common gaps in understanding. In the Primary, students take SATs at the end of Years 2 and 6. Inset has been carried out to</p>

<p>This is at the heart of our planning, development and decision making. Our provision to support students' learning can be seen through:</p> <ul style="list-style-type: none"> - Budgeting and resourcing of departments - Ongoing development of the site to improve facilities to improve learning - Decisions on INSET and CPD to support student's learning through the provision within the classroom - altering the National Curriculum to meet our needs <p>How is student learning "measured"?</p> <ul style="list-style-type: none"> - 6 point scale in Primary - Tracking - Level Descriptors in Secondary - Ongoing continual assessment - Review of planning - Exams - End of topic tests - Summative and formative assessment - Performance is measured against National Standards - Standardised testing - Questioning – Blooms Taxonomy <p>Value Added learning:</p> <ul style="list-style-type: none"> - Interact participation - Participation in sporting events, Dramatic Productions, The Peer Mentor Programme, the Prefect Programme etc - Registers of Activities - LAMDA awards - ABRSM Music Activities - School Council attendance and implementation of ideas - Team matches - Participation in InterHouse events and competitions - 'Special Day' participation e.g. International Day, Science Day <p>Area(s) for Future Attention:</p> <ul style="list-style-type: none"> - Change of curriculum in Key stage three and transition from Key stage 2 - From January we will create a bank of exemplar level material inline with the new exemplar material which is released - Ensure that our Guiding Statements are fully meshed with our curriculum (primary) - To make sure that we are continually up to date with changes in the curriculum e.g. KS1 and KS2 Science changes next academic year. - EAL provision 	<p>better inform teachers of formative assessment and it is used also in the Secondary School. More formal testing is also in place here.</p> <p>There are numerous extra activities that contribute to the life of the school and develop skills other than the academic. They have been detailed in the school comments. BMIS is developing a reputation for its drama productions and sporting prowess. Students and parents are appreciative of the range of activities and the development of the programmes. Teachers volunteer cross phase to enable so many activities to take place. Students are particularly positive about the degree of input they have through forums such as the Student Council.</p> <p>It is clear that planning and decision making at BMIS are formulated with teaching and learning as the focus. The Guiding Statements are an integral part of school ethos and will continue to be monitored to ensure they remain embedded. The school recognises that they will need to keep updated on projected curriculum changes within the curriculum and are planning to develop a bank of exemplar level material to support moderation. They are also aware of the importance of monitoring EAL provision.</p>
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p>	<p>The Braeburn Group has developed definitions of internationalism and intercultural competence, which all of the members of the group subscribe to. BMIS shown their ways of</p>

Braeburn Group Definition of internationalism/ Interculturalism:

'An International person is own whose identity and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of a peaceful and cooperative global community.

An international education is one with minimal and recognized cultural bias, often set in a multi-cultural environment that promotes global interests and is founded on universal moral values acceptable to everyone'.

As well as this, BMIS believes in reflecting and celebrating the diverse backgrounds of its community within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others.

An internationally minded person:

- is knowledgeable of and curious about the wider world and seeks to broaden and deepen understanding
- reflects upon his/her role and responsibility as a global citizen
- is willing and able to communicate about culture, language and beliefs
- is prepared to take action and to be an effective contributor
- respects and celebrates diversity, language, culture and beliefs
- appreciates multiple perspectives including environmental and economic systems and current and historical global issues.
- Upholds universal moral values
- Learns to see the world in shades of grey

Internationalism at BMIS encompasses:

- global citizenship
- interdependence and diversity
- human rights
- values & perception
- sustainable development
- conflict resolution

Interculturalism: BMIS takes the definition of interculturalism as something that occurs between people of different cultures including different religious groups or people of different national origins.

" Interculturalism is about changing mindsets by creating new opportunities across cultures to support intercultural activity and it's about thinking, planning and acting interculturally. Perhaps, more importantly still, it is about envisioning the world as we want it to be, rather than be determined by our and separate past histories."

Professor Ted Cantle (2012) iCoCo foundation – interculturalism, community cohesion

supporting this definition in their report to the left. They extend these attitudes into what an international and intercultural education will include. Their measure of success is included in this quote: "...BMIS believes in reflecting and celebrating the diverse backgrounds of its community within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others."

The school recognises that promoting the school community members to focus on internationalism and intercultural thinking is an ongoing practice as the community is mobile.

An international / Intercultural education

This can be described as one with no cultural bias, set in a multi-cultural environment, promoting global interest and founded on universal moral values.

At BMIS we have demonstrated our commitment to internationalism and interculturalism by:

- Partnership links with other organisations, including our support of Utange Primary School, Save the Children (Nepal), Powerpass (UK), Alive and Kicking (Kenya and Uganda) and with Rotary, Kivokoni, Marter Heart run, KESHO, Kwale Eye Centre, KSCPCA, Cancer Awareness, Men's Health
- BMIS has its own Interact club which offers commitment to our host country and the wider global community
- Through PSHE lessons, the opportunity to sit for foreign language IGCSE and A Level examinations, Work study programmes, GAP students
- International trips to e.g. Dubai and Tanzania
- International Day and Respect Day
- International awareness throughout the curriculum, allowing for students to share and value each other's international experiences and mother tongue languages
- International opportunities which include visits, learning opportunities and competitions, personal development and challenge, higher education offers from a range of international universities
- Community events that reflect and celebrate a variety of cultures.
- Recruitment and Selection of staff from different countries
- An International / Multi cultural and tribal staff – Kenyan, French, Dutch, Tanzanian, Welsh, English, Scottish, Ugandan
- Admission of students from different countries - Student body has an international outlook
- Variety of sports which are played internationally
- Mountain climbing
- Year 6 Residential trip – community work
- EAMUN, MSMUN that broadens students' understanding of global and local issues.
- Teaching students about environmental stability through beach clean ups, green days and living legacy group.
- Themes of the week e.g. cultural diversity, respect, 'Run like a girl' (challenging stereotypes), fair trade, world food day.
- Travel and tourism as a course in its own right
- Sport and House competitions against other schools both here in Kenya and internationally
- Hosting the ISFA university's fair for International universities
- Email and Skype links with schools in different countries
- Webinars from global providers

Area(s) for Future Attention:

In the future we will:

1. Continue to provide international and

<p>interculturalism, activities.</p> <ol style="list-style-type: none">2. Continue to develop international mindedness within the staff and students3. Working to integrate new families into the multicultural community.	
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SECTION 3 – THE FUTURE	
How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?	
SCHOOL COMMENTS	VISITORS' COMMENTS
<p>There are key areas where we feel that BMIS can develop further to serve the needs of the next generation of students. These areas fall into the categories of – Structural (to provide improved facilities for students), Educational, Marketing and pastoral.</p> <p>Structural:</p> <ul style="list-style-type: none"> • Development of Arts centre (drama, Music, Art Facilities) which will include a theatre with integral lighting and sound system and Music Practice rooms • Improved kitchen and dining facilities • Enclosed sports hall • Increased number of washroom and changing room facilities (some to be incorporated in to the sports hall) • Boarding House for House Parents and expansion of Boarding Facilities • Spectator viewing at the swimming pool • Internal bell system • Improved storage facilities • Continuing work on drainage of the site • Lowering of upstairs roofs to prevent noise disturbance from rain <p>Educational:</p> <p>Tablets / IT provision</p> <ul style="list-style-type: none"> • Increased LS support in secondary (as numbers grow) • Increased IGCSE / A'Level / BTEC provision • Additional qualifications - e.g. NVQ • Continual provision of staff development <p>Pastoral:</p> <ul style="list-style-type: none"> • Ideal - to Employed a qualified Councillor (part time) • Access to Educational Psychologist provision in the coastal region • Access to Speech therapy provision at the coast <p>Marketing:</p> <ul style="list-style-type: none"> • An annual strategic marketing programme • Website growth and development to keep up with technological changes <p>Challenges</p> <ul style="list-style-type: none"> • Budget (as a direct correlation to the number of student in the school) • Security concerns e.g. parents would rather we did not 'expose' the school in big marketing projects • Road access to the school 	<p>The school facility is purpose-built and well laid out for easy movement and communication within the school sections. The enrolment of around 250 students leaves a few rooms unassigned so there is space to add additional classes or subjects. It is difficult to project growth in enrolment at this time due to perceptions of security issues in the Mombasa area. Government regulations also have an effect on enrolment numbers. The school has completed two phases of the development plan with basic building supports in place for Phase Three.</p> <p>The introduction of the BTEC professional training programme has had good support from the school community and continuing to grow the programme will provide a niche market for Mombasa as it is the only school offering it.</p> <p>ICT is being strengthened and decisions being made on the direction to continue. iPads will be introduced to the primary school during the coming school year. The integration of technology into the fabric of the teaching and learning will need to be a continuing area of exploration.</p> <p>As a non-selective school BMIS has developed strong EAL and SEN programmes in the Primary school with some continuing support in the Secondary school. A balance between these programmes and IGCSE and A level offerings must continue to be considered.</p>

- Drainage of the surrounding areas adjacent to the school in times of heavy rain

This is not a provision we have or can influence in our region but we can see the benefits that these positions would bring to BMIS

Opportunities

- BMIS is the only International school of this type (non selective and truly international) at the coast.
- BMIS is the only school on the coast that has: IAPS, COBIS and CIS accreditation
- BMIS is the only school on the coast that offers BTEC
- BMIS is proud of the Pastoral care offered in this school
- We promote internationalism and inclusive holistic approach
- BMIS is the only school on the coast that has embedded and developed Learning Support provision

**PART III
SCHOOL DATA**

School Name:	BRAEBURN MOMBASA INTERNATIONAL SCHOOL;
Address:	Braeburn Mombasa International School, Off Mombasa Malindi Road, Bamburi, Po Box 83009, Mombasa, Kenya.
Date of most recent Team Visit:	March 2011
Date of the 5-Year Report:	May 2016

At the time of the last Team Visit	Total student enrolment was:	252
March 9 th 2011	Age range was:	2yrs – 18yrs

At the time of this 5-Year Report	Total student enrolment is:	244
2 – 5 May	Age range is:	18m – 18 + yrs

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Peter Barnard	SMT	Collation of report
Rebecca Barnett	SMT	Collation of report
Ingrid Mwangi (Richard)	SMT	Collation of report
Ruth Gibson	SMT	Collation of report
Stephanie McGuinness (Goodall)	SMT	Collation of report
Rod Daniels	Chair	SECTION A – SCHOOL GUIDING STATEMENTS
Tom Read (left BMIS July 2015)	Committee member	SECTION A
Winnie Chege	Committee member	SECTION A & SECTION B – TEACHING AND LEARNING
Henry Kamau	Committee member	SECTION A
Jackie Kubai (left BMIS July 2015)	Committee member	SECTION A
Nicola Burnett (added 15.1.15)	Committee member	SECTION A
Ruth Gibson	Committee member	SECTION B – TEACHING AND LEARNING
Rebecca Barnett	Committee member	SECTION B
Ingrid Mwangi (Richard)	Committee member	SECTION B
Stephanie McGuinness (Goodall)	Committee member	SECTION B
John Williams (left BMIS July 2015)	Chair	SECTION D – FACULTY AND SUPPORT STAFF

Steve Fisher (left BMIS July 2015)	Committee member	SECTION D
Rose Opiyo	Committee member	SECTION D
Violaine Oloo	Committee member	SECTION D
Kevin Mutwo	Committee member	SECTION D
Gemma Carcione (left BMIS July 2015)	Committee member	SECTION D
Laetitia Mkok	Committee member	SECTION D & SECTION B – TEACHING AND LEARNING
Felix Ochieng (left BMIS July 2015)	Chair	SECTION E – ACCESS TO TEACHING AND LEARNING
Evelyn Awili	Committee member	SECTION E
Cornelius Ondieki	Committee member	SECTION E
Peter Muraguri	Committee member	SECTION E
Kalama Juma	Committee member	SECTION E
Miranda McGovern	Committee member	SECTION E & SECTION B – TEACHING AND LEARNING
Carolyn Sassoon	Committee member	SECTION E
Sophie Menzies	Committee member	SECTION E & SECTION B – TEACHING AND LEARNING
Richard Awili	Chair	SECTION F – SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING

Lillian Majuma	Committee member	SECTION F
Suzan Fisher	Committee member	SECTION F
Rupali Sennik	Committee member	SECTION F
Grace Nyaga	Committee member	SECTION F
Terry Gibson	Committee member	SECTION F
Rebecca Rudge	Committee member & Chair of section B	SECTION F & SECTION B – TEACHING AND LEARNING
Victoria Jones (left BMIS July 2015)	Committee member	SECTION F
Fiona Walker	Chair	SECTION G – OPERATIONAL SYSTEMS
Steve Took	Committee member	SECTION G
Peter Ngigi (left Jan 2016)	Committee member	SECTION G
Edwin Mayoyo (left in Dec 14) replaced by David Nganga (left in March 2015) replaced by maternity cover Carlos Osundwa for term 3 2014- 2015.	Committee member	SECTION G
Josephine Baraza	Committee member	SECTION G
Rachel Maleche	Committee member	SECTION G
Eunice Kamunyu	Committee member	SECTION G

SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):	
Director/Head of School Name:	Signature:
Director's/Head of School's E-Mail Address:	
Board Chair Name:	Signature:
Board Chair's E-Mail Address:	
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:
 - o the extent to which the school is mission driven and vision led;
 - o the extent to which the school is learner-focused and cares about well-being;
 - o the extent to which the school has embedded internationalism into the fabric of the school.

VISITORS' COMMENTS

BMIS has grown and developed as a school since the Team Visit in 2011. In addition to the adoption of the New Curriculum 2014 in the Primary school, BTEC provides professional courses for the senior students. PSHE has been added as a course throughout years. Changes to the IGCSE courses will be coming in 2017 and the school is planning now for this. The Leadership Team, teachers and teacher assistants are focused on improving the teaching and learning and well-being of the students in the school. Student and parents are familiar with the guiding statements and how they are used to guide the school. The feeling of community is strong and there is universal appreciation of what the school does for the community.

We would like to thank the Leadership Team for the well thought-out planning for the Five Year Visit and the welcome that was extended to us. We met with representatives from the Board, the teachers, students and parents as well as the leadership team.

As BMIS continues to focus on improvements for students learning and well-being, we wish them success.

Visitor's name: Kay Mongardi	Visitor's name: Jennifer Thompson
Visitor's position: SSEO Council of International Schools	Visitor's position: Council of International Schools Visitor

Date: May 2016