

maru-a-pula est. 1972

**A self-evaluation conducted under the auspices of the Independent
Quality Assurance Agency (IQAA)**



June 2017

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Introduction

School Name:	Maru-a-Pula School
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Mentor(s):	Kevin Tait
Evaluation Date:	7 April 2017
Model Used:	Core Evaluation

About Maru-a-Pula School

Maru-a-Pula School (MaP) is a co-educational, independent day & boarding secondary school rooted in Gaborone, Botswana. Founded in 1972, MaP was established as a non-profit trust, built on land donated by the Botswana Government. The founding principal, Deane Yates, launched the school based on non-racial ideals, with community outreach as a core principle. The school aims to nurture servant leaders who are deeply committed to helping their communities.

MaP's diverse community consists of 767 students and 68 teachers from all over the world. We have always made it a priority to offer generous financial aid to selected, academically capable citizens who would not otherwise be able to attend Maru-a-Pula. Additionally, MaP awards full scholarships to orphans and vulnerable children annually. In recent years, this has been extended to include refugee children. A further 60 students are funded through partnerships with the Government of Botswana and Debswana Diamond Company.

MaP offers rigorous preparation for the Cambridge IGCSE, AS and A-Level examinations, preparing students for entry to highly selective universities worldwide. Twenty-one percent of the Cambridge A Level grades in 2016 were A* and 59% were A/A*. This was a remarkable achievement given the record number (63) of students sitting the A Level examinations. Our students gain placement and go on to attend schools in Botswana and all over the world. For instance, 90 MaP alumni gained university places in 2016. Europe proved the most popular destination with 36 students gaining admission to schools on the continent. Twenty-six gained entry into the prestigious Russell Group of universities. Sixteen students currently attend top ranked colleges and universities in the US. Closer to home, fifteen students currently attend the University of Cape Town, and each year several of our completing IGCSE students gain admission to the University of Botswana.

For 45-years, MaP students have served in communities within Gaborone and neighbouring areas. With a range of projects to choose from, our students are given the opportunity to develop relationships and partnerships, in schools, hospitals and struggling communities, through weekly visits throughout the term. Maru-a-Pula's longest service partnership is with the community of Gabane, 20 km outside of Gaborone. In these settings, our students learn invaluable lessons about social responsibility and leadership.

Sports and the Arts also represent essential features of MaP life. MaP students excel in local, regional and global competitions and our top athletes have represented Botswana in national teams, including at the African and Olympic games. We nurture and celebrate many different creative arts here at our nationally famous Maitisong theatre, which hosts Botswana's largest cultural festival and the annual President's Concert.

Our Vision

To be one of Africa's leading institutions, where students are educated to excel and to be passionate and creative leaders who serve their communities.

Our Mission

Maru-a-Pula is a dynamic world-class school rooted in Botswana. We offer a rigorous curriculum that prepares students for entry to highly selective universities, to pursue challenging careers and self-fulfilment. Through programmes emphasizing self-discipline and community service, each student learns personal and social responsibility. We encourage our students to exercise leadership that is compassionate, democratic and tolerant.

Our Values

Maru-a-Pula's education is based on:

- academic excellence that promotes ethical inquiry and informed choices;
 - student-centred approaches to learning, which nurture creativity
 - developing confidence, self-reliance and self-esteem;
 - valuing all members in a sensitive, multicultural, international community;
 - promoting democracy and a sense of responsibility to our community
 - promoting a respect for the environment;
 - The inclusion of students from diverse backgrounds through our bursary, scholarship and orphan programmes.
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Compliance statement

Maru-a-Pula is compliant with the ISASA conditions of membership and principles of good conduct.

Areas of operation evaluated

- Teaching, learning and attainments
- Functioning of the school

Means and Methods used to find evidence for the report

Opinion Surveys

Teachers, parents and students received links to online surveys, which were open for one week. These were based on the standard IQAA surveys with a few additional questions specific to Maru-a-Pula.

Focus Groups

Focus groups were held in order to investigate topics highlighted in the survey responses. Teachers and parents each had one session, while two sessions were held for two different groups of students from each form.

Classroom Observations

Teachers participated in lesson observations over a two-week period. Members of the teaching staff sat in on each other's lessons, evaluating each other using a standard form. The form was developed by the evaluation team, and was sent out to teachers for feedback and approval before observations began.

Quality Target Self-Evaluation

Each academic department ranked the school on a number of quality targets. The quality targets represented different topics within the two areas of operation that were evaluated (see above).

Document/Policy Reviews

The evaluation team read and reviewed the school's policies and different documents relevant to the areas of operation that were evaluated (see above).

Opinion Surveys

Students, parents and teaching staff completed standardized surveys at the beginning of the school year. The responses were generally positive, particularly the parent surveys, reflecting a happy and successful school community.

Approximately 30% of parents and students, and about 80% of teachers, responded to the surveys. While the response rate from parents and students was disappointing, it was, to some extent, to be expected. The entire school community had filled out comprehensive surveys in 2015 when the school underwent a similar process as part of its strategic plan development. Further, students are surveyed annually during the course of the year.

The following are just some of the areas where positive responses were over 85%. Parents and students respect the teachers at the school. Teachers feel respected by the school community and both teachers and students are proud to be at Maru-a-Pula. All three surveys reflect that students are happy and safe at the school. Surveys also indicated that students at Maru-a-Pula learn the difference between right and wrong. Extra lessons are available for students struggling with certain subjects. Teachers, parents and students agree that the school has high academic standards. There are leadership opportunities for students at the school. According to survey responses, students participate in activities outside of the classroom, and the service programme is seen as meaningful by teachers and is valued by parents. Students feel inspired to participate in community service. Parents and teachers feel that the school is well managed. They also believe the principal provides good leadership. Students are encouraged to consider different points of view during discussions at school. The diversity of the school community is prominently highlighted as 98% of students agreed that they learn to make friends of different genders, religions and cultures.

The survey results also revealed some areas of improvement. Despite many of these areas having a largely positive response, all of the questions that produced a 15% or more negative response were selected for further investigation through focus groups and other methods. It was also noted, as previously mentioned, that the school had just undergone a similar process the year before; therefore, some of the issues highlighted in the opinion surveys had recently been brought up and were already in the process of being addressed.

According to survey responses, some of the students (22%) and parents (16%) who responded are concerned about the condition of school buildings and grounds. Nearly half of the parents (45%) and some of the teachers (29%) do not understand the role of the School Council. More than half of students (54%) and some teachers (30%) and parents (33%) are worried about the safety of possessions on campus. Some students (26%) and teachers (21%) are concerned about class size. Surveys also indicated that a few parents (17%) and students (21%) are concerned that the sporting needs of students are not being met. Almost half of the teachers who responded do not understand the school's appraisal (48%) system, and a few do not understand the student feedback system (18%) and are concerned about new staff orientation (16%). Some teachers feel they do not have someone to talk to about their problems (28%), and nearly half feel that they do not have an appropriate say in the way the school is run (43%). A few teachers feel that recognition of teachers' skills and competencies is insufficient (16%) and the promotion of equal opportunities is lacking (18%). A small number of teachers (16%) are also worried about the transition of students between grades. A few students do not find schoolwork interesting (18%), and feel teachers do not take an interest in their progress (15%). Some students are concerned with the discipline at the school (21%). Almost half of the students acknowledge that some students are bullied (48%). Additionally, more than fifty percent of students feel that they cannot approach their teachers with problems (53%), and some feel that

they do not have anyone to consult about personal problems (26%). Some students also feel that parents do not support school events (26%).

Evaluation Team Findings

Teaching, Learning and Attainments

Curriculum

(Sources of evidence: document review, focus groups, quality targets, reflection of organised activities)

Strengths:

- Maru-a-Pula's school curriculum is based on the Cambridge International Examination (CIE) IGCSE, AS and A-Level guidelines. These are followed to the required standards, with regular external checks, and Maru-a-Pula serves as a training centre for Cambridge in Gaborone.
- Community service is at the core of the school's culture. The co-curricular afternoon programme – Service, Physical and Enrichment (SPE) – is a key part of achieving the school's mission to produce servant leaders who are committed to serving their communities. There is a healthy balance in the Maru-a-Pula curriculum as students also participate in sports and enrichment activities, and are provided with leadership opportunities through the SPE programme.
- The school has made a commitment to exposing students to the sharing of different ideas. Regular discussions are held where students can engage each other on topics that are relevant to their lives, or that are brought up in assemblies and by guest speakers.

Concerns:

- Maru-a-Pula could make more use of benchmarking initiatives, and could benefit from ISASA user groups.
- The school does not provide for full courses on entrepreneurship as part of the morning curriculum. However, these skills are taught in some SPE activities.
- Some students feel that there is unequal resourcing for sports teams and that the school does not meet the sporting needs of some students in this regard. Upon further investigation, this was not substantiated. However it will be noted by the Sports Department.
- Activities specific to the culture of Botswana are also seen as insufficient.

Lessons

(Sources of evidence: focus groups, lesson observations, quality targets)

Strengths:

- Teachers at Maru-a-Pula demonstrate good subject knowledge and classroom management.
- Teachers are enthusiastic and have positive classroom interactions with their students.
- Students appear happy in the classroom environment.

Concerns:

- Addressing the needs of weaker students in the morning programme was identified as an area that could improve. However, support is made available to students who need it during the afternoon.
- Some students feel that they cannot approach their teachers with their problems. This area can be improved as focus groups revealed that students felt this was a small number of individual teachers and that it was largely pertaining to extra help.

Media Integration

(Sources of evidence: lesson observations, quality targets)

Strengths:

- Maru-a-Pula has two computer labs. Additional access to computers and other technologies is available in various areas on campus, including the library and most classrooms.
- Some teachers are incorporating technology into their lessons as classrooms become better resourced.

Concerns:

- Technology could be used more to transform the lesson, and go beyond just substitution.
- Almost all classrooms at Maru-a-Pula are fully resourced for IT and multimedia as needed. Bandwidth and Wi-Fi have improved but are still not sufficient for classroom use. Quality target responses as well as classroom observations showed that Wi-Fi and network reliability are in need of further improvement.

Assessments

(Sources of evidence: assessment records, education management software, quality targets)

Strengths:

- Exams at Maru-a-Pula are well run and appropriately resourced.
- Exam rooms meet CIE standards and are regularly evaluated to ensure that they continue to do so.
- Ed-Admin is effectively used to keep track of student grades.
- Teachers agreed that the assessment of work at Maru-a-Pula is regular and varied, generally not an end in itself but used to monitor progress and teaching methods, and motivate learners.

Concerns:

- Ed-Admin could be better utilised to track and monitor progress.
- Despite the above, some teachers feel that pressure to meet assessment dates can result in assessments being very exam focused and the school employing limited assessment and reporting techniques.

Attainments and Attitudes

(Sources of evidence: focus groups, observation of attitudes and atmosphere of school, records)

Strengths:

- Maru-a-Pula has high academic standards. Students perform exceptionally well at IGCSE and AS/A Level.
- Maru-a-Pula is a diverse community with many different nationalities, religions and cultures represented. Students asserted that this exposure gives them the opportunity to befriend people of different backgrounds, promotes tolerance and allows them to become more open to different ideas.
- Students are happy and feel safe at the school.
- Teachers are proud to be part of the Maru-a-Pula community and feel respected by students and parents.
- Teachers and parents feel that the school is well managed and that the principal provides good leadership.
- Parents have a very positive view of the school.

Concerns:

- While students achieve excellent IGCSE/A Level Maths results, some teachers believe that students struggle with mental calculations. This is being addressed through Catch-Up lessons and the introduction of non-calculator test/exams in the Maths Department.
- Teachers showed some concern for students' critical thinking, ability to work independently and curiosity in learning. They identified that, unfortunately, the CIE syllabus can be taught without encouraging this.

- Teachers also expressed concern for students' responsible use of internet and electronic communication.

Teachers

(Sources of evidence: document review, focus groups, policies, training records)

Strengths:

- Maru-a-Pula has a Teacher's Handbook that provides guidelines for all teachers at the school. Teachers uphold the principles laid out in the handbook.
- Teachers receive CIE training and various skills development workshops are available throughout the academic year.

Concerns:

- Maru-a-Pula does not have an appraisal system outside of student feedback. Teachers identified a need for a more comprehensive appraisal system that is linked to a skills and professional development programme – one that goes beyond CIE training.

Support

(Sources of evidence: appropriate resources, focus groups, policies, practical support structures)

Strengths:

- Maru-a-Pula provides resources for weaker students, such as afternoon Catch-Up lessons and extra lessons.
- The school also offers College and Career Counselling and holds regular information sessions with colleges and universities from all over the world.
- Maru-a-Pula has a School Counsellor who cares for the emotional needs of the students, including individual counselling and group sessions. Form Teachers, Directors of Study and Year Heads play a major pastoral care role.
- Directors of Study and the School Counsellor bring in speakers to address students and parents on issues affecting adolescence.

Concerns:

- Teachers identified a need to clarify the policy on extra lessons and apply it consistently.
- Maru-a-Pula does not provide specialized support for students with special education needs. This is because the school's admission policy only admits students whom the school feels can cope with the limited support provided by the school and that parents are able to provide.
- There is only one College and Career Counsellor at the school and some parents are concerned that there is no succession plan for this role.
- There is only one School Counsellor and teachers raised the concern that this post involves teaching at the same time. This has not been raised by the School Counsellor, but is something to be monitored.
- It appears that Maru-a-Pula's counselling and pastoral support services are not well communicated to the students. In focus groups, students said they were initially unaware that there was a School Counsellor with whom to share their problems. Some said they felt that they could not share personal problems with staff because of a perceived lack of confidentiality.

Progress

(Sources of evidence: records of promotion; record of tertiary educational placements, quality targets)

Strengths:

- Almost every student completes each academic year at Maru-a-Pula successfully.
- Student progress is discussed at assessment meetings throughout the year.
- Maru-a-Pula graduates attend top colleges and universities all over the world.

Concerns:

- The school's alumni programme could better monitor the progression of former students in their studies and careers.

Functioning of the School

Policies

(Sources of evidence: document review, policies, quality targets)

Strengths:

- Maru-a-Pula has handbooks for staff members that lay out guidelines and various policies.
- Maru-a-Pula has a number of official policies for the running of the school, including smoking, drugs and alcohol, academic integrity and staff-student boundaries.
- The school implements its value system in line with its vision and mission, through scholarship programmes, the academic programme and the co-curricular programme.

Concerns:

- While the school seems to be successfully applying its vision and mission, it appears that members of the school community, specifically parents and teachers, do not know the Vision and Mission Statements of the school. However, after reading the Vision and Mission Statements, teachers agreed that the school is being run accordingly. Maru-a-Pula could do more to publicize its Vision and Mission Statements.
- Teachers want clarity on policies and procedures in general to address issues such as discipline, bullying, and cheating.

Finance

(Sources of evidence: focus groups, policies, quality targets, records)

Strengths:

- Maru-a-Pula's Finance Department is guided by clear and strict policies.
- Teachers believe that there is good management and control of finances at the school.
- Heads of Department are part of drawing up the budget.

Concerns:

- Some departments feel they do not get all of the resources they request. As this is an issue of departmental budget allocation, it appears that this process needs to be better communicated.

Facilities

(Sources of evidence: document review, observation of premises, quality targets)

Strengths:

- Teachers feel that Maru-a-Pula's resources meet academic needs. The school's buildings, grounds and facilities are regularly maintained and improved, and are adequate for the school's functioning.
- Classes are generally well resourced for IT and multimedia.

Concerns:

- Teachers raised concern with access for students with physical disabilities. Further investigation revealed Maru-a-Pula meets regulations and that the school has had students with physical disabilities in the past. The school does fall short in this area when it comes to boarding facilities.
- Parents and students expressed concern with the school's buildings and grounds. Further investigation suggests that improvements to school buildings and grounds are not adequately communicated to parents.
- Parents and students expressed dissatisfaction with the cricket, rugby and volleyball facilities. The Sports Department masterplan will review and address this.

Conduct

(Sources of evidence: document review, lesson observations, observation of activities outside the classroom, policies, records)

Strengths:

- Students and parents believe that, at Maru-a-Pula, students are learning the difference between right and wrong.
- Lesson observations showed that there is a general culture of good behaviour and respect.
- There is a well-structured timetable with classes taught by appropriate teachers and provision made for cover for absent teachers.
- An anti-bullying policy is being developed with the help of students. The Student Advisory Council has also introduced an anti-bullying campaign.
- Teachers feel that workshops clearly define staff-student boundaries.

Concerns:

- Student surveys identified that some children are bullied. However, members of both student focus groups claimed never to have witnessed bullying while conceding that they had heard it takes place on campus. It is important to note that the examples given were several years old.
- Teachers and students expressed concern about class sizes. Further investigation revealed that class sizes have been decreasing as part of the school's strategic plan in previous years, and are expected to continue decreasing as this is something that is still being addressed in the current strategic plan.

Security and Safety

(Sources of evidence: existing structures, policies, quality targets)

Strengths:

- Students feel safe at the school.
- Teachers are on duty periodically throughout the day and until bed-time to monitor students' behaviour and safety.
- The school has 24-hour, in-house security staff that monitor entrance, record lateness, and check gate passes and boarders' movements in and out of campus.

Concerns:

- Maru-a-Pula's emergency procedures, specifically regarding fire drills, were raised as a concern. Further investigation revealed that this is more of an issue with day students as drills are performed in the boarding houses.
- Students, teachers and parents expressed concern for the safety of student possessions. However, in both focus groups, students identified this as an issue of personal responsibility, saying students needed to be more mindful of where they leave their belongings.

Health Care

(Sources of evidence: focus groups, policies)

Strengths:

- Maru-a-Pula has a clinic, a School Nurse and a School Counsellor to cater for the students' health needs.
- The school hosts an annual Health Week.

Concerns:

- Nutrition was raised as a concern. Some teachers feel that the school does not provide enough healthy alternatives and believe that students are not adequately informed about nutrition. Further investigation demonstrated that there are a number of initiatives and platforms where this topic is addressed e.g. Health Week, assemblies and discussion periods.

Communication

(Sources of evidence: education management system, focus groups, policies)

Strengths:

- Maru-a-Pula uses letters, email and sms notifications to contact parents and communicate with the school community.
- School records of parent and student contact information are maintained on Ed-Admin.
- The school's Communications Coordinator regularly updates the school website and Facebook page.
- Parents receive progress reports and parents evenings are held throughout the year. When necessary, meetings are set up with parents to discuss student progress.

Concerns:

- Parents identified communication as a concern. They asked to be notified more frequently of student progress and to be given feedback on school events directly after they take place rather than retrospectively through newsletters and the Year Book.
- Teachers raised lines of communication as a concern. There is a lack of awareness about line management and the structures in place for teachers to voice their concerns.
- Surveys revealed that teachers do not feel they have an appropriate say in the running of the school. Further investigation showed that the Maru-a-Pula Teachers Association (MAPTA) gives teachers a say at Council meetings and some of the sub-committees. Many of the school committees are also open to teachers. It appears that these various avenues need to be better communicated to teachers.
- Although this has been worked on, orientation for new teachers could be further improved.

Environment

(Sources of evidence: existing structures, policies)

Strengths:

- Maru-a-Pula is developing a culture of recycling and the local community uses the school's recycling plant.
- The school also has a Horticulturist and a water treatment plant.
- Maru-a-Pula offers recycling and horticulture as part of the SPE programme.

Concerns:

- Open waste disposal skips were identified as a concern by one department and were therefore noted but not acted upon.

Major strengths

Service, Physical and Enrichment (SPE)

Students are expected to participate in at least one Service plus additional Physical and Enrichment activities each term as part of Maru-a-Pula's co-curricular SPE programme. The school's specific focus on community service is seen as a strength, to the extent that some parents even cited this as the reason they chose to send their children to Maru-a-Pula. In focus groups, students said that being required to participate in a services makes them better, well-rounded people.

Happy Environment

All three surveys reflected that students are happy and safe at Maru-a-Pula, and that teachers feel, and are, respected by students and parents. Teachers are proud to work at Maru-a-Pula, and in the focus group some praised the school's welcoming and multicultural environment.

Diversity

Maru-a-Pula is a very diverse community. Many different nationalities, religions and cultures are represented among students and staff, and the school has a number of programmes that bring people from all over the world to its campus. Students stated that this environment facilitates the process of befriending people of different backgrounds, promotes tolerance and allows them to become more open to different ideas. Some teachers cited this as one of the reasons they are proud to be at the school.

High Academic Standards

Maru-a-Pula School has very high academic standards. The talented teaching staff demonstrate good subject knowledge and students achieve exceptional results at IGCSE and AS/A-Level. Over the past five years, 76% of IGCSE exams and 74% of A-Level exams written were graded A*, A or B. In the AS examinations, 58% were graded A or B (there is no A* at AS-Level). In 2016, three of our IGCSE students achieved “Top in the world” status, meaning that they achieved the highest possible grade in the subject.

College and Career Counselling

Maru-a-Pula’s College and Career Counselling programme has helped students into top colleges and universities all over the world. The school receives visits from over forty colleges and universities each year, and has links with a large number of schools across the globe. These ties are maintained by the school’s College and Career Counsellor who also works individually with students, assisting them with applications and advising them based on their aspirations and abilities. Parents and students expressed great satisfaction with this service at the school.

Life Skills

Maru-a-Pula has a number of different programmes to develop life skills. In Forms 1 and 2, students have Life Skills/PSHE – one period a cycle designed to address various issues facing students at that level. From Form 4-6, students have a discussion period where they grapple with various topics and ideas that are relevant to their lives and to the world around them. The school also holds weekly assemblies that aim to expose students to a range of ideas about the world and about a life well lived. Parents and students both agree that students at Maru-a-Pula are learning the difference between right and wrong.

Safety and security

Maru-a-Pula has a number of measures in place to ensure the safety and security of the school community. The school has 24-hour, in-house security staff, teachers are periodically on duty throughout the day when students are not in class, and there is a School Nurse on campus as well as a School Counsellor, to address the physical and emotional wellbeing of the students. Students and staff feel safe at the school.

Areas of concern

Communication

Communication within the school community appears to be an area in need of improvement. Parents expressed the need for more frequent communication regarding school events and outcomes. They specifically requested something less retrospective than the school’s current means of communication. Teachers expressed a need for clarification regarding lines of communication within the school. It needs to be clear who teachers should address their concerns to and exactly how their input regarding the running of the school is taken into consideration. Specifically, the role of the Maru-a-Pula Teacher’s Association (MAPTA) needs to be better communicated. General policies and procedures also need to be clearly and more consistently communicated to the teaching staff. The vision and mission of the school as well as

the role of the School Council need to be better publicized for parents and teachers to have a better understanding of both.

Succession plan for College and Career Counsellor

As previously mentioned, one of Maru-a-Pula's major strengths is the school's College and Career Counselling. However, the school does not yet have a succession plan for the College and Career Counsellor. Parents and the school are concerned that the knowledge for this entire department is currently vested in one person. The school needs to develop a succession plan for this position.

Technology and curriculum

While more technology is being incorporated in classrooms, there is still a need to use technology to transform lessons rather than just as a substitute for textbooks. Teachers also expressed concern with students developing certain key skills like critical thinking and independent learning. There is a need for a more intentional approach to developing these skills in the implementation of the school's curriculum.

Teacher approachability

While students did make it a point to highlight that most of their teachers were approachable, it is concerning that students feel that they cannot ask for help or approach a small number of teachers. Students either said they had trouble approaching a minority of teachers for extra help or that they felt they could not talk to some teachers about their problems because they felt there was a lack of confidentiality.

Appraisal

Maru-a-Pula does not have an appraisal system outside of student feedback. Teachers identified a need for a more comprehensive appraisal system that is linked to a skills and professional development programme – one that goes beyond CIE training. It is important for the school to take account of best practice elsewhere when developing such a system.

Alumni programme

Maru-a-Pula's Development Office deals with alumni relations. The Director of Development position is currently vacant and this gap in alumni relations came up as a concern.

Teacher orientation

Orientation of new teachers at Maru-a-Pula is especially important because of the unique environment of the school. The mission, vision and culture need to be communicated during this process. New teacher orientation is an area that could be improved, particularly with regards to what takes place at the departmental level as well as regarding programmes like the SPE programme.

School Improvement Plan

Teaching Learning and Attainments				
Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
Succession plan for College and Career Counsellor	1. None in place	1. Develop an official succession plan Begin training someone under current College and Career Counsellor	Principal and Deputy Principal (Staff) Initiated by: Andrew Taylor - Principal	2017-2020 (2 ½ years)
Entrepreneurship course in curriculum	1. Incorporated in the SPE Programme	1. Conduct research on how other schools implement this 2. Investigate further SPE opportunities 3. Investigate introducing a design based subject in relation to this	Curriculum Committee Initiated by: Judy Brown - Committee Chair	2017-2020 (3 years)
Lack of activities specific to Setswana culture	1. The following cultural activities are in the curriculum: - Introductory Setswana lessons for all Form 1 students - Setswana Week - Setswana choir	1. Invite more local speakers 2. Review new Form 1 Setswana curriculum 3. Review/research implementation in History and Geography syllabuses	Maitisong, Principal, HODs (Setswana, History, Geography) and Deputy Principal (Staff) Initiated by: Judy Brown - Deputy Principal (Staff)	2017-2019 (2 years)
Use of technology to transform lessons	1. Staff Classroom IT Co-ordinator regularly plans staff workshops	1. Review and update school's Integration of Technology in Teaching strategy 2. Set specific goals for different departments with regards to the use of technology	Deputy Principals (Staff and Operations), IT support, IT Department, Classroom IT Co-ordinator Initiated by: Labbeaus Peloewetse - Deputy Principal (Operations)	2017-2020 (3 years)

Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
More comprehensive use of school's education management software (Ed-Admin)	<ol style="list-style-type: none"> Ed-Admin is used to: <ul style="list-style-type: none"> Track and report attendance to parents Generate transcripts Communicate with parents Record academic and SPE grades 	<ol style="list-style-type: none"> Year Heads should work with teachers to decide use of additional features to track and monitor student progress e.g. behaviour module, parental and student portals 	<p>IT Support, Classroom IT Co-ordinator, Year Heads, Front Office Staff</p> <p>Initiated by: Josie Marsh - Classroom IT Co-ordinator</p>	2017-2020 (3 years)
More intentional focus on critical thinking, ability to work independently and curiosity in learning in implementation of school curriculum	<ol style="list-style-type: none"> Form 1 PSHE programme incorporates Carol Dweck's Brainology for Schools, teaching students to develop a growth mindset Form 2 PSHE programme focuses on leadership skills Student Advisory Council planning annual leadership festival Some opportunities in the SPE programme 	<ol style="list-style-type: none"> Integrate further into current Lower School curriculum (not just PSHE) IT integration Implement more inter-curricular units Include in Continuing Professional Development (CPD) aims for staff 	<p>Directors of Study (Form 1 and 2), IT support, IT Department, Classroom IT Co-ordinator, HODs, Deputy Principal (Staff)</p> <p>Initiated by: Judy Brown - Deputy Principal (Staff)</p>	Ongoing
Responsible use of internet and electronic communication	<ol style="list-style-type: none"> New programme addressing responsible online behaviour is included in Form 1 PSHE Addressed in school Academic Integrity Policy 	<ol style="list-style-type: none"> Extend beyond Form 1 Include in CPD aims for staff Anti-Bullying Policy and the School Rules should specifically mention cyberbullying and responsible internet use 	<p>Year Heads, Principal and Deputy Principal (Staff)</p> <p>Initiated by: Andrew Taylor - Principal</p>	2017-2018 (1 year)
Need to ensure varied assessment techniques – not too exam focused	<ol style="list-style-type: none"> Students receive attainment and industry grade based on classroom performance, continuous assessment and examinations 	<ol style="list-style-type: none"> Share current practices Include in CPD aims for staff Research other techniques and tools Involve HODs in developing assessment policies and reviewing reporting guidelines 	<p>HODs, Deputy Principal (Staff)</p> <p>Initiated by: Judy Brown - Deputy Principal (Staff)</p>	2017-2019 (2 ½ years)

Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
Differentiation in the academic programme	<ol style="list-style-type: none"> The following programmes are in place to address the needs of students at varying levels: <ul style="list-style-type: none"> Streaming in some subjects Afternoon catch-up programme 	<ol style="list-style-type: none"> Review entrance procedures and the role of departments in this process Review and improve the way the school assists parents in finding support for students Include in CPD aims for staff and sharing of best practices 	<p>Directors of Study, Deputy Principal (Staff)</p> <p>Initiated by: Judy Brown - Deputy Principal (Staff)</p>	2017-2019 (2 ½ years)
Teacher approachability (for help with work and in general) and interest in student progress	<ol style="list-style-type: none"> Some teachers have additional pastoral care and disciplinary roles: Form Teachers, Directors of Study, and Year Heads Some teachers mentor students at the request of Year Heads Teachers provide the following support outside of the classroom: <ul style="list-style-type: none"> Study skills Tutorials 	<ol style="list-style-type: none"> Clarify the role of Form Teachers, Directors of Study and Year Heads to students Equip students with strategies for how to maximize the benefits of extra-help i.e. preparing specific questions ahead of time Intervene with unapproachable staff and provide support and training 	<p>Principal, Deputy Principal (Staff), Year Heads and Form Teachers</p> <p>Initiated by: Judy Brown - Deputy Principal (Staff)</p>	2017-2018 (1 year)
Benchmarking	<ol style="list-style-type: none"> Benchmarking initiatives include: <ul style="list-style-type: none"> Visits to different schools and conferences e.g. IT integration tour in Johannesburg Visitors from other schools either specifically for benchmarking purposes or through exchange programmes e.g. recent visit from Chief Librarian at Horace Mann School in NY 	<ol style="list-style-type: none"> Develop a strategy for benchmarking that specifically includes goals and methods for feedback and implementation. Make more use of benchmarking opportunities from ISASA and other organizations Seek out opportunities for our teachers to visit schools outside of Botswana Create a culture of sharing such experiences through either a presentation or a report 	<p>Principal, Deputy Principal (Staff)</p> <p>Initiated by: Andrew Taylor - Principal</p>	Ongoing
Recognition of teacher's skills and competencies	<ol style="list-style-type: none"> Qualifications recognised on pay scale. 	<ol style="list-style-type: none"> Personalized letters of recognition School Council should communicate accolades directly to teaching staff and not just through management (letter, visit etc.) 	<p>Principal, School Council</p> <p>Initiated by: Andrew Taylor - Principal</p>	2017-2018 (1 year)

Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
Appraisal system – linked to a skills and professional development programme; goes beyond CIE training.	<ol style="list-style-type: none"> 1. Students provide feedback on teachers in annual surveys 2. Relevant online courses funded by school 3. CPD opportunities include: <ul style="list-style-type: none"> - Support for Learning workshops - Subject specific opportunities such as ISASA - Edu-tech Conference - Safety in Sport Workshop 	<ol style="list-style-type: none"> 1. Input from the Maru-a-Pula Teacher's Association (MAPTA) on staff development requests 2. Make CPD flexible and personalized 	<p>Principal, Deputy Principal (Staff), HODs, MAPTA</p> <p>Initiated by: Andrew Taylor - Principal</p>	2018-2020 (2 Years)
Improving orientation for new teachers	<ol style="list-style-type: none"> 1. Orientation in place 2. HODs and other positions of responsibility have checklists 3. Mentorship for younger teachers 	<ol style="list-style-type: none"> 1. MAPTA Orientation 2. Update information booklet on Botswana/Gaborone/Maru-a-Pula with general advice and info on culture. 3. Feedback from teachers who have recently gone through orientation 	<p>Deputy Principal (Staff), HODs, Director of SPE and Boarding House Parents</p> <p>Initiated by: Judy Brown - Deputy Principal (Staff)</p>	2017-2018
Functioning of the School				
Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
Understanding the School's Vision and Mission and the role of the School Council	<ol style="list-style-type: none"> 1. Vision and Mission Statements published in: <ul style="list-style-type: none"> - Staff handbooks - Application forms - School website and social media pages 2. Role of the School Council published in school constitution and founding documents 	<ol style="list-style-type: none"> 1. Publish and clearly label most current version of Vision and Mission Statements in: <ul style="list-style-type: none"> - Yearbook - Website and social media pages - Report Cards 2. Provide information about the School Council and their role in: <ul style="list-style-type: none"> - Yearbook - Website 3. Both should be communicated during the orientation process for new staff members 4. Updates should be communicated to the entire school community 	<p>Principal, Deputy Principal (Staff), Communications Co-ordinator</p> <p>Initiated by: Andrew Taylor - Principal</p>	2017-2018 (1 year)

Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
<p>Lines of Communication for Teachers:</p> <ul style="list-style-type: none"> - Regarding any issues, including personal problems - Clearly defined and communicated policies for discipline, bullying, extra lessons and any other issues teachers deal with 	<ol style="list-style-type: none"> 1. Teachers have access to the following avenues to raise their various concerns: <ul style="list-style-type: none"> - Deputy Head of Staff - Department Heads - Maru-a-Pula Teachers Association (MAPTA) - School Counsellor 2. Most policies asked for exist, but some are not clearly communicated or only communicated to staff at certain levels i.e. Year Heads 	<ol style="list-style-type: none"> 1. The various avenues for teachers to raise their concerns should be communicated to teachers and reviewed to see if they are serving their intended purposes 2. The Lines of Communication Document should be annually updated and distributed to teachers, either through email or presented during first General Staff Meeting 3. Lines of Communication should be part of the orientation process for new staff members 4. The role of MAPTA should be explicitly explained to all teachers and MAPTA should have a slot in the general staff meeting 5. All policies regarding students and teachers must be reviewed, updated and communicated to ALL teaching staff annually. Teachers can bring up any instances of inconsistency through their various channels of communication 	<p>Principal, Deputy Principal (Staff and Operations), MAPTA</p> <p>Initiated by: Andrew Taylor - Principal</p>	<p>Ongoing (Start Implementing 2018)</p>
<p>Communication with parents regarding school events</p>	<ol style="list-style-type: none"> 1. Parents are notified of school events through the following: <ul style="list-style-type: none"> - Weekly email (What's On) - Letters and sms notifications (when necessary) 2. Parents do not receive frequent updates about outcomes of events 	<ol style="list-style-type: none"> 1. Start "Last Week at MaP" to include outcomes/updates of previous week's events 2. Investigate SPE options for more frequent generation of material for newsletter/website 3. Set targets for number of updates of website/Facebook 	<p>Principal, Communications Co-ordinator</p> <p>Initiated by: Morongoa Moseitlhi - Communications Co-ordinator</p>	<p>2017-2018</p>

Areas of Concern	Current Actions	Recommendations	Person(s) Responsible	Time Frame
Lack of knowledge regarding support services on campus and Fear of using support services or approaching staff members because of confidentiality	<ol style="list-style-type: none"> Support services offered on campus: <ul style="list-style-type: none"> School Counsellor School Nurse Year Heads Form Teachers Wellness Week Pastoral care roles defined, including how to handle sensitive information 	<ol style="list-style-type: none"> Services need to be better publicised to students: <ul style="list-style-type: none"> Form 1 orientation New student orientation by Year Heads School needs to develop and implement a policy on confidentiality and the handling of sensitive information about students. Policy will be added to the Staff Handbook. 	<p>Principal, Directors of Study, Year Heads, Nurse and School Counsellor</p> <p>Initiated by: Andrew Taylor - Principal</p>	2017
Internet facilities	<ol style="list-style-type: none"> Currently sufficient for basic daily use at the school 	<ol style="list-style-type: none"> Continue to increase bandwidth and improve Wi-Fi availability Continue to research most affordable and beneficial ISP options 	<p>Deputy Principal (Operations), Head of IT Support</p> <p>Initiated by: Labbeus Peloewetse - Deputy Principal (Operations)</p>	Ongoing (Addressed in Strategic Plan)
Maru-a-Pula's emergency procedures, specifically regarding fire drills	<ol style="list-style-type: none"> The school has school safety procedures 	<ol style="list-style-type: none"> Procedures should be better communicated to school community Emergency drills should be scheduled more regularly for day students in addition to boarders. 	<p>Deputy Principal (Operations), Estates Director</p> <p>Initiated by: Labbeus Peloewetse - Deputy Principal (Operations)</p>	Ongoing

Quality Assurance Culture at Maru-a-Pula

The IQAA process has been very useful to the Maru-a-Pula (MaP) community and has certainly highlighted ways in which the school can maintain a culture of quality assurance. While MaP has a number of benchmarking initiatives in place, it is evident that keeping up with best practices elsewhere will help the school uphold its high teaching and academic standards. Our Principal and staff members already travel to different schools and conferences. We will continue to create and make use of existing benchmarking opportunities within and beyond ISASA.

The school will also be able to maintain a quality assurance culture by developing a specific and strategic appraisal and CPD policy. This came up as a need during the IQAA process and is a way for the school to ensure that our teachers continue to be equipped with all of the knowledge and tools they require to provide students with a high quality of education.

The IQAA process also revealed that there is a lot our teaching staff can learn from one another. Classroom observations demonstrated that having teachers in each other's classrooms, and sharing ideas within and across disciplines, could greatly benefit the Maru-a-Pula community. The school will develop a structured programme for peer classroom observation in order to maximize the benefits of lesson observations.

The quality targets helped us to not only identify the areas in need of improvement, but to also see the areas that our community excels in. We will reference these targets in the future by ensuring that they become part of the vocabulary and agenda for meetings, including at the departmental level.

Ultimately, the most practical tool this process has equipped us with to assist in maintaining quality assurance culture is the School Improvement Plan (SIP). Using the SIP to tackle areas of concern, and creating a clear timeline and budget, will ensure improvements are all implemented before the next IQAA evaluation. Providing and requesting periodic updates on the SIP, and general developments that are taking place will also create an added level of accountability. This will ensure that members of our community are involved in the process of improving our school, and are up-to-date with how their concerns are being addressed.

Unique Attributes

A Tradition of Service

Maru-a-Pula's 45-year tradition of community service is unparalleled for a secondary school. Our students are encouraged to develop deep and sustained partnerships with residents in Gabane, Gaborone and further afield. Students choose from more than 35 different weekly opportunities to make a hands-on difference. Among the many choices, students teach in a village primary school, feed destitute families in the community of Old Naledi, work with orphans and visit the children's ward of Princess Marina Hospital. Through these acts of service, MaP students learn more powerful lessons than those taught in classroom settings.

Top Tier University Placements, Scholarships & Student Exchanges

- 90 students gained university places in 2016 with 36 students making Europe the most popular destination.
- 26 students gained entry into the prestigious Russell Group, a group of the top 24 elite research-based universities in the UK, with Medicine, Economics and Engineering being the most popular courses

- Five MaP students currently attend the USA's top-ranked Stanford University. In the Ivy League, MaP students currently attend: UPenn (4), Cornell (3), Harvard (1), Yale (1), Dartmouth (1) and Brown (1). Two attend the UK's top ranked Cambridge University, seven attend the London School of Economics and fifteen attend Africa's top-ranked university: Cape Town.
- Maru-a-Pula organises an annual university fair and has visits from at least 40 universities and colleges each year.
- Maru-a-Pula offers generous financial aid to academically capable citizens. This year we awarded full scholarships to eight top performers on Botswana's Junior Certificate examinations.
- In a critical initiative, MaP sponsors 20 orphans and vulnerable children on full scholarships in 2017. In addition, there are now three refugee students that are also on full scholarships.
- Every year, exemplary Form 5 students gain fully-funded scholarships at prestigious independent schools: Taft (CT), Deerfield (MA), Catlin Gabel (OR), University Prep (WA) and Keystone Academy in Beijing, China.
- Short-term exchanges are shared with the Brooks School (MA) and Roxbury Latin (MA) in the USA, Ecole Alsacienne in France, Tamagawa Academy in Japan and the Chinese International School in Hong Kong.
- In partnership with Botswana's Ministry of Education, more than 50 of the nation's "Top Achievers" are fully supported in their A Level studies at MaP.
- A partnership with Debswana Diamond Company funds 50 students every three years through their A Level programme and on into Mining related degrees.

A Global Community With Global Reach

MaP students are ambitious and eager to engage with the wider world. Our 2017 enrolment of 767 students helps make this possible.

- **36 nationalities** are represented among our 2017 student body.
 - Botswana: 498
 - Indian: 68
 - Chinese: 36
 - Zimbabwean: 30
 - South African: 24
 - British: 21
 - Sri Lankan: 20
 - American: 10
 - Tanzanian: 7
 - German, Zambian, Pakistani: 5 each
 - Kenyan, Canadian: 4 each
 - Dutch: 3
 - 2 each: Malawian, Korean, Mozambican, Serbian, French
 - 1 each: Swedish, Ugandan, Sudanese, Peruvian, Nigerian, Mauritian, Mauritanian, Ivorian, Ethiopian, Egyptian, Danish, Cuban, Bulgarian, Belgian, Bangladeshi and Australian
- Our students enjoy exchanges with more than 20 schools in the USA, UK, China, Japan, Switzerland, France and Australia.

Pace-Setting Partnerships

- Every year, a group of exceptional **Harvard** undergraduates mentor and inspire MaP students for eight weeks in June and July.
- The **Juilliard** School of the Performing Arts sends gifted dancers and actors to work with our students for three weeks.
- **Princeton** in Africa Fellows teach our students for a full year.

- Maru-a-Pula is the school in Botswana that hosts CIE face-to-face training for teachers in Cambridge schools

Maitisong: A National Centre for the Creative Arts

- Maru-a-Pula is the home of Maitisong, the premier centre for the performing arts in Botswana, attracting thousands to our campus every year.
- Maitisong is the site of the highly acclaimed Maitisong Festival, the nation's largest arts festival.
- In partnership with embassies and corporate sponsors, Maru-a-Pula hosts world-class programmes in the visual and performing arts, including drama, dance, music and fine art.
- Maru-a-Pula's world-famous marimba band conducts biennial tours of the USA, alternating between the east and west coasts. The band has also performed in Canada, Portugal and Brazil.

Acknowledgements

We are grateful for the valuable contributions of everyone who participated, the constructive guidance of our mentor, Kevin Tait, and the tireless efforts of the members of the evaluation team. As a result of this input and hard work, Maru-a-Pula will benefit both from the improvements this process will lead to, and from the successes it has allowed us to celebrate. It has been enriching to reflect on the ways in which we are fulfilling our purposes and also on how best we can continue functioning as a community and making a difference in the lives of our students, in line with our Vision, Mission and Core Values.

Appendices

- 1. Opinion survey results**
- 2. Previous 5 years' Cambridge IGCSE AS/A-Level results**
- 3. Mentor's Report.**

Appendix 1: Opinion survey results



Maru-a-Pula High School: Learner Opinion Survey 2017
February 2017

	Agree Strongly	Agree	Disagree	Disagree Strongly	
Q1. I respect my teachers	105 48%	109 49%	7 3%	0 0%	221 100.00%
	97%		3%		
Q2. There are leadership opportunities provided at school	77 35%	112 51%	25 11%	4 2%	218 100.00%
	87%		13%		
Q3. I am involved in school activities outside of the class room	122 55%	87 40%	9 4%	2 1%	220 100.00%
	95%		5%		
Q4. I am making good progress	48 22%	146 66%	26 12%	1 0%	221 100.00%
	88%		12%		
Q5. I am happy at school	57 26%	138 63%	19 9%	5 2%	219 100.00%
	89%		11%		
Q6. My possessions are safe at school	18 8%	82 38%	85 39%	33 15%	218 100.00%
	46%		54%		
Q7. Discipline is good at school	56 26%	116 53%	34 16%	11 5%	217 100.00%
	79%		21%		
Q8. My teachers encourage me to work hard	86 40%	115 53%	12 6%	3 1%	216 100.00%
	93%		7%		
Q9. My teachers take an interest in my progress	55 26%	127 59%	30 14%	3 1%	215 100.00%
	85%		15%		
Q10. At school I learn the difference between right and wrong	73 33%	117 54%	25 11%	3 1%	218 100.00%
	87%		13%		
Q11. I feel safe and secure at school	65 31%	125 59%	22 10%	1 0%	213 100.00%
	89%		11%		
NQ12. Some children are bullied at my school	27 13%	68 33%	80 38%	33 16%	208 100.00%
	46%		54%		
Q13. The school intervenes when bullying is reported	76 38%	102 51%	18 9%	4 2%	200 100.00%
	89%		11%		
Q14. The homework set is fair	24 11%	113 54%	56 27%	17 8%	210 100.00%
	65%		35%		
Q15. The school has high standards academically	133 62%	72 34%	6 3%	3 1%	214 100.00%
	96%		4%		



Maru-a-Pula High School: Teacher Opinion Survey 2017
February 2017

	Agree Strongly	Agree	Disagree	Disagree Strongly	
Q1. Parents respect me as a professional	18	35	0	0	53
	34%	66%	0%	0%	100.00%
	100%		0%		
Q2. Teachers show respect for learners	28	26	0	0	54
	52%	48%	0%	0%	100.00%
	100%		0%		
Q3. Learners show respect for teachers	15	38	1	0	54
	28%	70%	2%	0%	100.00%
	98%		2%		
Q4. Teachers are involved in school activities beyond the classroom	36	17	1	0	54
	67%	31%	2%	0%	100.00%
	98%		2%		
Q5. Learners are happy at this school	29	23	0	0	52
	56%	44%	0%	0%	100.00%
	100%		0%		
Q6. I try to build good relations with parents	25	27	1	0	53
	47%	51%	2%	0%	100.00%
	98%		2%		
Q7. Teachers at the school are approachable	30	22	1	0	53
	57%	42%	2%	0%	100.00%
	98%		2%		
Q8. There is someone with whom teachers can talk about their problems	16	20	12	2	50
	32%	40%	24%	4%	100.00%
	72%		28%		
Q9. Children are well mannered and behave appropriately	13	39	1	0	53
	25%	74%	2%	0%	100.00%
	98%		2%		
Q10. The disciplinary procedures are transparent and applied consistently	9	21	16	6	52
	17%	40%	31%	12%	100.00%
	58%		42%		
Q11. Possessions are safe at school	13	24	15	1	53
	25%	45%	28%	2%	100.00%
	70%		30%		
Q12. The security of the school is good	16	34	3	0	53
	30%	64%	6%	0%	100.00%
	94%		6%		
Q13. Teachers work to protect children from all forms of bullying	30	21	2	0	53
	57%	40%	4%	0%	100.00%
	96%		4%		
Q14. Homework is meaningful and appropriately scheduled	19	30	1	0	50
	38%	60%	2%	0%	100.00%
	98%		2%		
Q15. Learner transition between grades is managed well	14	28	8	0	50
	28%	56%	16%	0%	100.00%
	84%		16%		



Independent Quality Assurance Agency

Online

Maru-a-Pula High School: Parent/Guardian Opinion Survey 2017

February 2017

	Agree Strongly	Agree	Disagree	Disagree Strongly	
Q1. My child is happy at school	91	115	10	1	217
	42%	53%	5%	0%	100.00%
	95%		5%		
Q2. My child is making good progress at school	60	135	13	1	209
	29%	65%	6%	0%	100.00%
	93%		7%		
Q3. My child is involved in school activities beyond the classroom	98	114	2	0	214
	46%	53%	1%	0%	100.00%
	99%		1%		
Q4. I respect the professionalism of the teachers	65	127	15	1	208
	31%	61%	7%	0%	100.00%
	92%		8%		
Q5. My child's teachers treat my child fairly	65	126	15	1	207
	31%	61%	7%	0%	100.00%
	92%		8%		
Q6. My child is well cared for	55	147	3	1	206
	27%	71%	1%	0%	100.00%
	98%		2%		
Q7. The school keeps me informed of my child's progress	76	118	13	0	207
	37%	57%	6%	0%	100.00%
	94%		6%		
Q8. I am able to approach the teachers about my child	75	121	10	0	206
	36%	59%	5%	0%	100.00%
	95%		5%		
Q9. Discipline is applied fairly at school	47	129	17	2	195
	24%	66%	9%	1%	100.00%
	90%		10%		
Q10. My child understands the discipline policy of the school	72	131	5	1	209
	34%	63%	2%	0%	100.00%
	97%		3%		
Q11. My child's possessions are safe at school	24	116	54	14	208
	12%	56%	26%	7%	100.00%
	67%		33%		
Q12. My child feels safe at school	63	145	3	0	211
	30%	69%	1%	0%	100.00%
	99%		1%		
NQ13. My child is bullied at school	4	8	127	62	201
	2%	4%	63%	31%	100.00%
	6%		94%		
Q14. My child is given meaningful homework	41	151	11	2	205
	20%	74%	5%	1%	100.00%
	94%		6%		
Q15. The principal provides good leadership of the school	57	128	8	3	196
	29%	65%	4%	2%	100.00%
	94%		6%		

Appendix 2: Previous 5 years' Cambridge IGCSE AS/A-Level results

MaP's IGCSE Results over 5 years

	A*	A* & A	A* - B	A* - C
2016	18.7%	51.0%	75.8%	91.6%
2015	15.6%	46.4%	74.0%	91.6%
2014	25.0%	58.4%	82.3%	93.7%
2013	25.3%	58.0%	76.5%	92.3%
<u>2012</u>	<u>23.0%</u>	<u>47.4%</u>	<u>71.0%</u>	<u>87.1%</u>
5-year ave:	22%	52%	76%	91%

MaP's AS-Level Results over 5 years (Top Grade = A)

	A	A & B	A - C
2016	25.4%	52.1%	77.7%
2015	40.4%	64.4%	80.9%
2014	36.7%	62.2%	79.5%
2013	39.7%	61.2%	77.9%
<u>2012</u>	<u>31.5%</u>	<u>49.3%</u>	<u>65.3%</u>
5-year ave:	35%	58%	76%

MaP's A2-Level Results over 5 years (Top Grade = A*)

	A*	A* & A	A* - B	A* - C
2016	21.0%	58.5%	85.5%	94.0%
2015	18.2%	60.1%	79.0%	93.0%
2014	24.1%	63.1%	87.2%	95.7%
2013	20.0%	54.1%	69.4%	83.5%
<u>2012</u>	<u>7.4%</u>	<u>32.9%</u>	<u>51.0%</u>	<u>79.0%</u>
5-year ave:	18%	54%	74%	89%