



British International School of the University of Łódź

School Improvement Plan 2021/2023

Issue Date 30/07/2021

Approved by Christopher Uden, Head of School

School Improvement Plan July 2021 to June 2023

Mission Statement

British International School of the University of Lodz is committed to providing quality education in a warm, caring, and stimulating environment. We are a community that is passionate about academic progress, social development, and the personal enrichment of all our pupils and students. We aim to nurture inquiring, knowledgeable, and empathetic global citizens who strive to create a better and more peaceful world through intercultural understanding and respect.

Values

British International School of the University of Lodz believes in educating the whole person and accordingly we give special attention to our values. We hold this set of values for all members of our community. We believe that an emphasis on these values in everything we do allows us to support the education and development of all our learners in an environment that aims to nurture inquiring, knowledgeable and empathetic global citizens.

Community minded - We are a community of learners who support one another as well as the local, national and global community. Through active cooperation and reflection on our roles within the community, we foster a "we" rather than "me" mindset that inspires us to give back to the community.

Respectful - We act in a respectful manner to all at all times as we believe in the value of modeling respectful behaviour. We acknowledge the importance of diversity and aim to create a tolerant, inclusive environment where all can express themselves freely.

Responsible - We stay true to our values and act with integrity when we feel that something is not right. We are responsible for one another, our community, our actions and the environment.

Caring - We look after our physical, mental and emotional wellbeing and that of and the community around us. We are compassionate and encourage all members of our school community to engage in positive social action in the school, and wider community.

Creative - We acknowledge that creativity is a vital expression of learning and as a community of learners we strive to create a stimulating environment that fosters the creativity of all.

Introduction

The 2020/21 school year was challenging for BISUL as a community. With the move into a new and significantly different site in January 2020, online learning for most of the time since March 2020, and changes in the structure of both the school and the company that owns it, the school has found itself in a time of nearly constant change. The consequences of these difficulties have been added to by the uncertainties of COVID situation in Poland. At the same time the school community has shown significant resilience to these challenges and has managed to create and commit itself to the set of values outlined above.

Feedback has been sought from stakeholders during the academic year both by surveys and focus group meetings. A significant focus was put on trying to maintain community links during times of social distancing. Four key policies were also reviewed in the Autumn of 2020 these were the Safer Recruitment, Child Protection, Admissions and Complaints. These were seen as key areas that needed immediate attention in the light of changes within the school and concerns that were raised about the effectiveness of these arrangements. The Admissions Policy was completely changed to allow for a data-driven approach to admissions with the use of CAT4 Tests from year 5 and up, and teacher led assessments from Nursery to Year 4. The Complaints policy focused on establishing a clear difference between concerns, complaints and appeals, explaining to parents to whom these can be made, what outcomes they can expect and in what form these should be presented. These and other sources of data have facilitated the setting of the goals within this plan. It is the intention for this plan to be reviewed, extended and adapted over the next two-year cycle at the following points:

- October 2021 – Review of complaints received by Head of School and feedback from stakeholder surveys
- December 2021 – Data Received from COBIS Accreditation process
- January 2022 – Review of complaints received by Head of School and feedback from stakeholder surveys
- April 2022 – Review of complaints received by Head of School, feedback from stakeholder surveys and focus groups
- June 2022 – Review of complaints received by Head of School and feedback from stakeholder surveys
- October 2022 – Review of complaints received by Head of School and feedback from stakeholder surveys

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The seven goals outlined in this document will be the key targets at the heart of the activities of school leadership and teachers over the next two academic years.

Goal one: Implement strategies that seek to improve community values and support for staff and students.

Background

BISUL has grown as a community of learners since its foundation in 2013. Over time it outgrew the accommodation that it had on the university campus and for that reason began to look for other facilities. With a small number of students, the school had a strong community feeling based upon the scale of the school rather than specific initiatives. Since the move the Fabryczna 4 – a significantly larger facility - in January 2020, and the effects of COVID, keeping that sense of community alive has been a challenge. The lack of assemblies and time for form tutors to spend with their students has been seen as something that limits attempts to create a common ethos. One important initiative in the 2020/21 school year was the use of surveys and focus groups, conducted online being at the height of COVID restrictions, to define the set of values outlined above. Planning for the upcoming academic year has been based around 2021/22 being BISUL's "Year of Values" with each month being given a particular focus.

Actions to be taken

1. A Well-being Coordinator will be recruited in August 2021 and will work together with the school Psychologist, PSHE Coordinator and Head of School to promote well-being amongst staff and students
2. PSHE lessons will be planned and delivered by form tutors in collaboration with phase teams and the PSHE Coordinator. Planning will be delivered for review in August 2021 and delivery will be reviewed during the 2021/22 academic year. Based upon this by July 2022 a plan will be made for how PSHE will be conducted over the 2022/23 academic year and forward.

3. Weekly assemblies have been timetabled up to year 9 for the 2021/22 academic year. These will take place in phase groups and planned by phase teams on a monthly basis in collaboration with the PSHE Coordinator, Psychologist, Well-being Coordinator, Head of School and wider community. A review will be carried out by July 2022 with recommendations for the 2022/23 academic year and moving forward.
4. 2021/22 will represent a “Year of Values” for BISUL and as such a heavy emphasis will be placed upon the incorporation of values into the life of the school. August 2021 new Codes of Conduct for students and staff will be presented that will be based on these values. The theme for each month will be either one of the 5 BISUL values or an additional 5 values that will create a particular focus for each month. By July 2022, a review will be carried out on how successful the incorporation of these values into the life of the school has been and what are the possible next steps.

Measures

1. Surveys of students and staff related to the success of PSHE programs, well-being initiatives and assemblies.
2. Observation data from assemblies and PSHE lessons.
3. Observation data from the Psychologist and Well-being Coordinator

Goal two: Improve Additional Educational Needs support for students, parents and staff.

Background

During 2021/22 academic year a significant emphasis was placed on analysis of the school population. Opportunities for raising concerns about students were incorporated into regular whole staff meetings and a number of students with potential AEN were highlighted and referred to the psychologist for further analysis. The admissions process was thoroughly reviewed, and a new admissions process was introduced. This process included admissions assessments for all students – nursery to year 13 – with the use of CAT4 Tests from Year 5 upwards. Furthermore, the Psychologist was incorporated into the admissions process and all final admissions decisions are now taken by the Head of School based upon the data gathered by the admissions officer. This process has significantly helped to identify potential challenges that students may have and facilitated honest admissions conversations about what the school can provide in terms of support.

Actions to be taken

1. Review the procedures related to the functioning of AEN support and information for parents July 2021
2. Based upon the review create a revised AEN Policy that incorporates processes and practices that all staff are aware of. This should be implemented from September 2021
3. Training provided to all staff in August 2021 based upon how best to support students and how the processes will work for September 2021
4. Throughout 2021/22 and 2022/23 these processes will be reviewed by the psychologist in conjunction with the Senior Leadership Team.

Measures

1. Outcomes of reviews conducted and results of individual cases
2. Satisfaction surveys
3. Focus group meetings with form tutors

Goal three: Improve systems of communication, collaboration and data recording and analysis.

Background

During the 2020/21 academic year a focus was put on creating clear communication rules for the school as a whole. Due to GDPR rules staff were informed of the need to use company owned means of communication and avoid the use of private phones, WhatsApp, Facebook Messenger, and other non-company platforms. At the same time the school purchased and implemented Office365 accounts for all members of staff and made staff emails readily available to parents. Teams was adopted as a means of communication with students for all lessons. Seesaw was purchased for the Foundation and Primary departments as a means of communication, particularly at times of lockdown. However, challenges were caused by the lack of a SMS and the poor quality of the school's electronic register – Prymus. Furthermore, parents have expressed concerns about the number of platforms in use by the school and the need to create better communication routines at the school.

Actions to be taken

1. The use of Prymus to continue over the 2021/22 academic year with a view to purchasing an SMS to replace it and be phased in from March 2021. From August 2022 the system would replace Prymus entirely for the 2022/23 academic year.

2. From August 2021 a School Communication Policy will be implemented that will cover: how soft communication between parents, staff and students should occur; the form, frequency and means of sending of regular communications; and expectations of members of staff in respect to the use of personal communication platforms.

Measures

1. Surveys of stakeholders
2. Participation data from communication platforms and school systems

Goal four: Monitor and evaluate strategies related to site security and safeguarding.

Background

During the 2020/21 academic year a review was made of the security procedures at Fabryczna 4, and significant concerns were raised. Accordingly, action was taken to improve and extend the CCTV system to cover all areas of the site. A camera was installed at the gate at Fabryczna Street and a camera and intercom were installed at the gate at Targowa Street. In addition, cameras and intercoms were installed at all entrances to the building, that is, at the main entrance, at the side entrance of the staff, at the side entrance of the Primary School and the entrance to the Foundation. Cooperation was established with a security company to ensure that a dedicated security guard will be monitoring the site. The security guard will also verify the identity and purpose of people entering the building. Furthermore, the School Site Procedures have been introduced, which contain detailed information on how to deal with visitors to the school. Indeed, a register of visitors to the school has also been introduced, which will allow school authorities to monitor the movement of people in the school on an ongoing basis. Moreover, all internal and external cameras have been reviewed and serviced. The Video Surveillance Regulations have been introduced, the annex of which shows the location of all cameras installed in the building and on the school premises. Meetings occurred between the Head of School, caretaker, and the local community policing officer. All these matters were put in place to resolve issues that were not addressed prior to the move to the site. Overall, the school owners and leadership are happy with this progress. However, given the importance of such issues they see the need to monitor this over the next two years and particularly review any critical incidents that occur. The new leadership of the school was also keen to review all training related to Child Protection and documentation related to Safer Recruitment. The HR Officer carried out a thorough review of staff records based upon the updated Safer Recruitment Policy and made requests for any missing documentation. The Child Protection Policy was updated by the Head of School

who, as the only member of staff with Level 3 Safeguarding Training, was also fulfilling the function of Designated Safeguarding Lead as a temporary measure for this academic year.

Actions to be taken

1. A committee to be set up to monitor the introduction of new site security procedures for staff, students, parents and guests. This committee will be formed in August 2021 and meet 8 times over the next two academic years to review and make recommendations to the Chairperson and Head of School.
2. Appointment of DSL, ADSL and DGS in August 2021. Their first task will be to review the current Child Protection Policy and implement any changes in September 2021.
3. Over the next two academic years the DSL, ADSL and DGS will meet together each term and provide reports on their activities and support needed from the Chairperson or Head of School.

Measures

1. Survey data from parents, students and teachers
2. Caseload and outcome data from DSL
3. Evidence of training for parents, staff and students

Goal five: Implement strategies to improve levels of community involvement.

Background

As the school moves forward to another stage in its development, we are conscious of the need to hold on to what was important for the school when it had smaller student numbers. The importance of incorporating this into processes and policies of the school is clear. However, over the next two years we would like to also make sure that the school increases its outreach within the school and local community.

Actions to be taken

1. Create a Student Leadership and Voice Policy for implementation in September 2021. The purpose of this will be to allow students to participate in both formal and informal leadership within the school and contribute to school improvement. Based upon this a new structure for the student council will be implemented for the 2021/22 academic year and reviewed before the 2022/23 academic year with further recommendations.
2. From October 2021 Friends of BISUL groups will be formed these will include:
 - a. Honorable Board – local businesspeople, celebrities, and others will be invited to join this board the aim of which will be to provide support for the development and involvement of BISUL within the local community

- b. Talent Development Program – local businesses will be invited to take part in careers education, work experience and collaboration between the school and locally based corporations.
- c. Parents Committee – this will be formed with a view to engage parents willing to volunteer to help the school in its development and growth.

Measures

1. Reports from the Friends of BISUL groups
2. Analysis of impacts by Head of School and Chairperson.

Goal six: Review and implement changes in how assessment and reporting are carried out.

Background

Over the course of the 2020/21 problems with the assessment and reporting practices have been highlighted at the school. These relate to the use of the electronic day book, the basis by which semester grades are created, differences between school grades and those attained on standardised external assessments, and problems associated with an excessive amount of homework tasks being given in certain subject areas. During the year, an approach was taken to mitigate these challenges and improve the quality and frequency of feedback sent to parents. However, work needs to be done over the next year to further improve these areas.

Actions to be taken

1. A committee to be formed in August 2021 to examine the following points:
 - a. How the data taken from CAT 4 tests for year 6, 9 and 11 can be used to assess the grades awarded for those classes by teachers
 - b. How assessment practices can be improved in each phase of the school
 - c. How the current electronic register can be used in the best way whilst we look to move towards another platform
 - d. How homework may be approached by teachers in various phases
2. The review work should be carried out with propositions for the 2021/22 academic year. These proposals need to be implemented by the committee and reviewed looking forward to the next academic year.
3. The committee will be actively involved in the development of the approach to assessment on the new SMS mentioned in goal 3

Measures

1. Reports from committee
2. Surveys of parents, students and teachers
3. Quality of assessment, reporting and grading analysis

Goal seven: Improve the provision of English language within all areas of the school

Background

In recent years, the school has adopted the Jolly Phonics approach to teaching language in Foundation and Year 1. However, the Cambridge International English as a Second Language curriculum has been followed in the primary school and in the secondary the English as a First Language curriculum. This approach has been analysed over the last academic year and found to be flawed. Particularly because the level of the curriculum is significantly underpitched for children in the primary school. Further concerns have been raised about the lack of use of genuine texts such as novels and plays at all levels before IGCSE, and overreliance on course book materials.

Actions to be taken

1. Adoption of the Cambridge International English and a First Language curriculum year 1-6 from September 2021.
2. Incorporation of at least two significant texts into the planning for English in every year level from August 2021.
3. Creation of library. During the 2021/22 academic year this will relate to collating materials already held by the school, formalising the process of donations, and looking at what needs we have to organise these materials. During the 2022/23 academic year this will involve having a catalogue accessible to members of the community and having the physical space of the library fully functional.

Measures

1. Reports on the progress of preparation from the teacher involved in this program
2. Completion of the catalogue system