

Park Lane International School Development Plan 2023 - September 2025

1. INTRODUCTION:

1.1 Where are we now?

ISI conducted a BSO inspection of Park Lane International School in March 2022 and found the quality of both pupils' learning and achievement, and their personal development, to be **excellent**. This inspection came at the tail end of the COVID-19 restrictions in Prague being lifted, and local schools being able to phase out distance/hybrid learning. The school was widely praised by the parent and pupil community for its response to the pandemic. A *Distance Learning Plan* was ready to be actioned from Day 1 of the school building closures and our teachers quickly skilled themselves up, with the support of the school, to be able to deliver high quality learning to children in their homes via Zoom. At the same time, as in all schools, the pandemic period led the school to new challenges, with recruitment of teachers and pupils being impacted - particularly in the EYFS - as well as the wellbeing of staff and pupils across the school. Additionally, a cost of living crisis has since emerged in Prague and the school has begun to address this by introducing various measures, for example, an energy saving campaign and revision of budgets and pay scales in order to support our community as best we can.

The school strives to recruit and retain high quality teaching and support personnel, ensuring that performance development opportunities and funding are provided to support and nurture professional growth.

Post-pandemic, we saw an initial reduction in the number of international families joining the school because of a decrease in the number of expatriate families relocating to Prague. This demographic change led to an increase in the need for EAL provision and specialist staffing.

In September 2022, the school opened a new IB Diploma centre in central Prague. The premises are well equipped for teaching and learning at this phase and are set in a beautiful, inspiring location. Because of its location - it is around 20 minutes away from the other Prague 1 buildings - there are new operational challenges that need to be addressed moving forward. This new space has also led to an increase in the number of staff in the secondary school due to the need for more transitions between sites and enhanced capacity to cater for a greater number of DP students.

1.2. Since the publication of the 2022-23 SDP, many of the following targets have been met but will continue to be developed:

Park Lane's governance and leadership teams will continue to implement measures and strategies to further enhance the wellbeing of students and staff.

Mental health:

- Development of the support from the school psychologists - we now have a mental health expert on site every day in Secondary.
- Assess the effectiveness of the school's psychologists and counselors
- Continuation of Tootoot as a platform for pupils to raise concerns.
- Surveys that may support the gathering of data relating to the wellbeing of pupils and staff, for example, CAT Pass and TES Pulse.

Community building and School Governance:

- Further develop house-based activities in Secondary, achieving a greater fusion with the primary house system.
- Continue to enhance the effectiveness of the Parent and Staff Association (PSA) across the school to promote greater parental and carer involvement.
- Revision of the 2017 model of governance by establishing a Park Lane Parent Forum (PLPF) to replace the former Community, Curriculum and Human Resources sub-committees and create a more proportionate range of parental representation from Early Years to Key Stage 5. PLPF sessions to be structured around major themes with parental involvement and feedback prioritised.

Facilities/structure

- Sustaining two-class entry throughout the Norbertov site from Year 1 to Year 5.
- Sustaining three-class entry throughout the Secondary school and in Year 6.

The academic leadership team seeks to further enhance the quality of Park Lane students' learning and achievements – both academic and extracurricular.

- Enhancement of the way in which we use student data to improve outcomes.
- *Park Lane International School aims to strengthen its commitment to inclusion through diversity, equity and anti-racism.*
- Dedicated days and weeks to mark and celebrate diversity and inclusion throughout the year.
- Review of the PSHEE curriculum across the school to ensure DEIJ related topics are included at regular intervals.

The school will continue to extend its network of contacts – both local and global - to further enhance its international credentials and foster a broader commitment to global citizenship.

- CIS accreditation and membership confirmation.
- Continued involvement in local and global pupil competitions.
- WomenEd Czech - organisation of events and CPD opportunities.
- Continuation of meetings and liaison with Principals from international schools across Prague and the Czech Republic

The school strives to recruit and retain high quality teaching and support personnel, ensuring that performance development opportunities and funding are provided to support and nurture professional growth.

- Continuation with National Teaching College subscription for CPD.
- KAA CPD sessions scheduled within the school year reflecting the needs and professional objectives of the staff and school.

2. PRIORITY AREAS TO SUSTAIN AND/OR DEVELOP

- The academic leadership team seeks to further enhance the quality of Park Lane students' learning and achievements – both academic and extracurricular.
- Park Lane's governance and leadership teams will continue to implement measures and strategies to further support the wellbeing of students and staff.
- Park Lane International School aims to strengthen its commitment to inclusion through diversity, equity and anti-racism.
- The school's well-established student enrolment processes will be maintained, as will the current selection standards. The heads of school and admissions officers will seek to recruit students of above-average to high ability, including Primary and Lower Secondary pupils who are able to benefit from dedicated EAL support on entry if needed.
- The school will continue to actively recruit and, where necessary, provide tailored support, for pupils with a specific talent for sport, music, dance and visual arts and ICT, including film making, application design and video editing.
- The school will explore and implement opportunities to vary the sports available through the PE programme and will endeavour to increase the support available to school sports teams competing locally and internationally.
- The school will continue to set high standards and selection tests for Park Lane pupils transitioning from Year 6 to Year 7.
- The school will endeavour to incorporate an increased number of expatriate students, modifying its Czech as an Additional Language provision to cater for shorter-term expat families as well as long-term residents; increasing the school's support for its growing expat community and organising events/ activities with expat families in mind.

- The school's governance and pedagogical leadership teams will lead and implement measures to ensure that the IB's philosophy and mission are further embedded and understood across the age phases - and will support and encourage all initiatives, approaches and activities which actively or implicitly encourage a spirit of lifelong learning and international-mindedness.
- The secondary leadership team will endeavour to establish a broader range of compatibility and fusion between pedagogical approaches implemented in KS3/4 and those applicable to - and required by - IBDP learners. To this end, a working group will be formed and an 'MYP compatibility advisor' will be appointed.
- The Senior Leadership Team will appoint a new internal post of an Assistant Head Of Primary (academic) to enhance and raise the standards of teaching, learning and curricular development from Year 1 to Year 6. The appointed YCL will also have an additional focus to develop the seamless transition from primary to secondary with the introduction of a continuous curriculum.
- The Primary and Early Years leadership team will enhance and develop our school's behaviour policy to make a more pupil and teacher friendly set of relationship blueprints and guidelines to promote more consistency and understanding across Key Stages.
- The school will continue to extend its network of contacts – both local and global - to further enhance its international credentials and foster a broader commitment to global citizenship.
- The school will increase its practical support for large-scale charitable ventures and other CAS-oriented projects at home and abroad, e.g. the Zambia school project, the *Médecins sans frontières* art auction and the Park Lane Film Festival.

3. VISION AND STRATEGIC DEVELOPMENT 2023-25

3.1 Park Lane International School Vision:

At Park Lane, we prioritise high-quality learning within a connected community. Park Lane is a place where students think differently, collaborate actively and learn through hands-on experiences. Our focus on sustainable wellbeing ensures that students thrive academically, emotionally and socially, fostering global engagement, individual responsibility and collective action while nurturing character, values and success.

Strategic directions:

1. High quality learning
2. Connected community
3. Sustainable wellbeing

Strands:

- Thinking differently;
- Listening, understanding and collaborating;
- Learning by creating and experiencing;
- Internationally-minded, locally and globally engaged;
- Taking individual responsibility and collective action;
- Developing character and values;
- Achieving success by learning well and living well.



STRATEGIC DIRECTION 1: High quality learning: *Thinking differently; Listening, understanding and collaborating; Learning by creating and experiencing.*

- Curriculum Review - a working group will be established to consider the possible future implementation of the IB continuum

- Consideration of different academic pathways and programmes in Secondary.
- Sporting fixtures calendar in Primary and Secondary versus both local and other international schools.
- Forest School training to take place with the aim of developing an expert leader to deliver and teach Woodland Encounters in KS1.
- CapableKids-Junior D of E for Years 5 and 6.
- Focus on the impact of initiatives relating to Behaviour for Learning / Behaviour Enhancement in the classroom in Secondary.
- Seeking more internal extracurricular club leaders to run the after school club programme in EYFS and Primary whilst identifying an after school care duty team.
- Introduction of Cambridge Primary Insights for Years 5 & 6 (this may be extended in future years).
- Consideration of the reintroduction of a mid-year PD day.

STRATEGIC DIRECTION 2: Connected community: *Internationally-minded, locally and globally engaged; Taking individual responsibility and collective action;*

- Evaluation of the secondary school timetable, focusing on tutor time, PSHEE slots and transitions for teachers.
- Development of student leadership roles within and across year groups to include playground buddies, e-safety officers and PSHE themed days.
- Invite prominent guest speakers/experts from different walks of life to establish a wider range of advice sessions for students, staff and parents.
- Developing a culture of coaching throughout the school (beginning with KAA CPD sessions in 2023-24).
- SLT and SL from Secondary and Primary to link / liaise each term.
- Primary Parent Curriculum 'clinics' and secondary advice sessions on key themes.
- PL parents to be invited to join prospective parents and students at all Open Day presentations.
- In Primary: the reintroduction of Stay and Share sessions and the introduction of Pupil-Led Conferences. Providing more opportunities for the parent community to come into school to share in their child's learning.
- Review of primary and secondary trips planning and provision, including Czech and CAL.
- Reviewing the timing and structure of Learning Without Borders Week (LWBW).
- The appointment of staff House Leaders and student House Captains in both primary and secondary.
- Enhancing alumni activity by organising an annual reunion event (most likely in December) and inviting a wider range of graduates to share their experiences of university and the workplace.
- Revision of the staff recruitment policy to ensure wider diversity amongst our staff.

- DEIJ training for all staff to ensure greater representation at school events and in our school promotional materials.
- Appointing a DEIJ Coordinator and formation of an DEIJ action group.
- Continue to subscribe to Picture News, a resource designed to provide opportunities for children to learn from our world and develop respect for other faiths, beliefs and feelings.
- Whole school curriculum review with a DEIJ focus.
- Continuation of our dedication to create CPD opportunities for staff, relating to DEIJ (for example COBIS *trans-inclusivity* training)
- IAPS (independent Association of Prep Schools) calendar of competition and events including European representation.
- SMT attendance at COBIS, IB and CIS conferences.
- Encourage and support staff to be present at, and run sessions in educational conferences.
- Encourage staff to become IB exam and coursework examiners.
- Encourage staff to become involved in international school accreditation.
- Endeavour to host a broader range of in-person PD opportunities for staff on PL premises.
- Publicise on the website the achievements of staff who are building PL's reputation on an international stage..

STRATEGIC DIRECTION 3: Sustainable wellbeing: *Developing character and values; Achieving success by learning well and living well.*

- A designated DEIJ lead to be appointed during 2023-24
- Further enhancement of the mental health provision - we plan to create the role of *Mental Health Lead* in Primary and Secondary.
- Assess the effectiveness of the school's psychologists and counselors.
- Continue to reinforce PL's strict anti-drugs policy through the PSHEE programme with the assistance of external specialists and role models.
- Review of the assessment calendar.
- Review the feedback from our TES Pulse surveys and use this to create a staff wellbeing action plan.
- Further enhance PL students' adherence to (and broader understanding of) Academic Honesty, especially with the proliferation of Artificial Intelligence (AI).
- Review of the CAT PASS data and action plan for interventions.
- Reviewed pupil feedback forms to be implemented for KS2. The forms are given to pupils before the parent-teacher pupil progress meetings in October and March.
- Enhancement of the playgrounds on all sites, as well as plans for lunchtime activity programmes implemented at municipality playgrounds.
- Improvements to staff working space and student learning environment.
- Redevelopment of spaces required for staff and pupils to support their wellbeing in particular appointments with child psychologists and the school doctor.

- Redevelopment of the loft space at Valdštejská.
 - Streamlining school policies, regulations and procedures where feasible.
 - Improving the efficiency of student enrolment and staff recruitment procedures while complying fully with - and prioritising - all safeguarding needs, including safer recruitment measures.
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- Remodelling of the lunch hall and cloakroom facilities at Norbertov.
 - Creation of a Makerspace.
 - Review of payscale and stipends to ensure parity across the school, as well as in recognition of the increased cost of living in Prague.

SDP ratified by the Park Lane Governing Board - to be reviewed by the Senior Management Team (SMT) in September/October 2024.