



International Curriculum Centre, BFSU & Rugao International Academy, BFSU

BFSU International, China: a group perspective on school improvement

BFSU International and two schools from its group explain why they chose to use Cambridge International's School Self-Evaluation service and how they have benefited from it.

International Education Group, Beijing Foreign Studies University (BFSU International) provides support services to 54 affiliated schools. Since 2015, it has established six International Curriculum Centres. One of the support services it provides is Cambridge International's School Self-Evaluation.

"We heard about the School Self-Evaluation from Cambridge International's China office," said BSFU International's Head Office. "Cambridge International provided invitation letters, questionnaires, bespoke evaluation reports, feedback meetings and supplementary analyses for each school. Where necessary, the information was translated into Chinese for stakeholders who don't speak English and we created localised information packs for schools based on the service Cambridge provides."



The evaluation enabled us to give personalised advice to our affiliated schools to help them plan next steps. As well as providing individual reports, Cambridge International was able to synthesize the reports to provide our academic head office with an aggregated report. This report and the feedback meeting to our education group's leaders were inspirational."

Providing a benchmark for success

"The aggregated report included overall data for all our affiliated schools, enabling us to conduct further analysis across schools, with Cambridge International's report acting as a benchmark. It also greatly helped our head office in making strategic plans."

In our secondary analysis, we provided schools with the highest, lowest and average scores for each domain and gave them advice for improvement from the perspective of the education group as a whole.

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Head Office, BSFU International.



International Curriculum Centre, BFSU

Ma Mandy is Principal of the International Curriculum Centre of Beijing Foreign Studies University (BFSU ICC). The school has 120 students and is situated on the BFSU campus in the centre of Beijing. It offers both Cambridge IGCSEs and Cambridge International AS & A Levels.

“We chose to use Cambridge International’s School Self-Evaluation because it enabled us to gather information from all the school’s stakeholders,” says Principal Ma Mandy. “It offered an outsider’s angle on school management and enabled us to compare the satisfaction of all stakeholders.

We were supported throughout the evaluation process, including conducting the survey, collecting data and interpreting results. The surveys were designed to gather information from students, parents, teachers and school principals, and covered all perspectives of school management.”

Listening to stakeholders

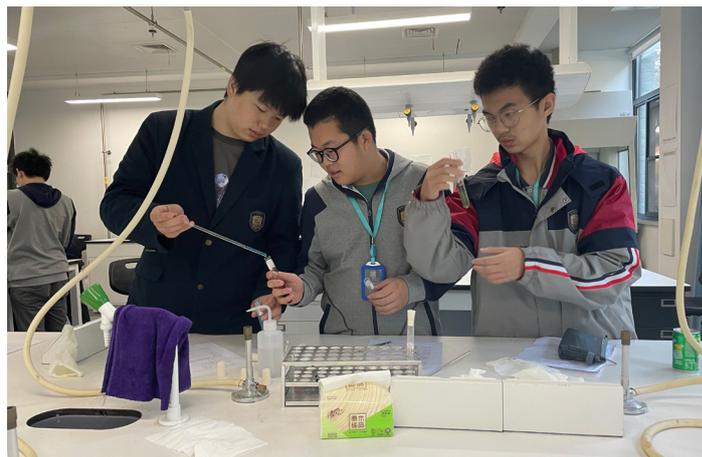
“We have learnt that it is very important to conduct surveys constantly to gather opinions from key stakeholders. We learnt that other than teachers and principals, students and parents really care about school development and when they are given the chance, they can provide meaningful feedback to us.

The secondary analysis by our head office enabled us to look at trends. Though schools were anonymised, we got the chance to compare our performance to the average results of the educational group. The process helped us to know ourselves better.

We benefited most from the results analysis workshop and school improvement suggestions from Cambridge International’s School Improvement Consultant. Based on the feedback reports, we have gained a lot of new ideas about how to improve school management and student support. We developed a school improvement plan based on the research feedback.

We recognised the need to gather students’ feedback about teaching and learning. Our principal took part in Cambridge International’s Evaluation for School Improvement course which helped us design a students’ survey to evaluate teachers’ teaching, making sure the survey questions were as relevant and objective as possible. The survey gave both teachers and principals a great deal of new information.

I would definitely recommend this service and the course to other schools.”



“ The process helped us to know ourselves better. ”

Ma Mandy, Principal of the International Curriculum Centre of Beijing Foreign Studies University



Rugao International Academy, BFSU

Wu Richard is Principal of Rugao International Academy (RIA), which offers Cambridge IGCSE and Cambridge International AS & A Level programmes. The Cambridge International School Self-Evaluation service was recommended to the school by its head office, BFSU International Education Group.

“School Self-Evaluation raised awareness of all the different aspects that contribute to effective teaching and learning and identifying specific indicators of effective schools,” said Principal Wu Richard. “The surveys covered the school’s mission, educational values, management, leadership, teaching and learning, resources and community engagement.

“We received constant support from Cambridge International. The Information Pack contained all the essential details. We were able to go over the process before implementing the surveys – what was going to happen, when and how. All questions were quickly answered and at the end of the process we had the opportunity to meet with a Cambridge expert to help us analyse the report and plan next steps.

Improving teaching and learning

“We were encouraged to see that, although we are a new school, parents expressed strong trust in the school vision and mission, and strongly believed in the leadership and management. They made some valuable suggestions for improving quality of teaching and learning and for creating a better sense of safety and belongingness.

“ This kind of self-evaluation helps to check our assumptions and realign our priorities. It demonstrates a school’s courage and commitment to taking honest feedback from all stakeholders and acting on it. We would complete the School Self-Evaluation service again in the future to fully measure progress and re-evaluate our needs. ”

Wu Richard, Principal of Rugao International Academy

One of the most significant changes we made was involving teachers in professional development programmes. Our head office in Beijing and Cambridge International offered us training sessions and support. Teachers are now applying what they have learned in the classroom, and students are benefiting from their learning.

This kind of self-evaluation helps to check our assumptions and realign our priorities. It demonstrates a school’s courage and commitment to taking honest feedback from all stakeholders and acting on it. We would complete the School Self-Evaluation service again in the future to fully measure progress and re-evaluate our needs.”



Learn more! For more details about Cambridge International, go to: www.cambridgeinternational.org