

1 Whole School

Action Plans

Main improvement priority: Priority : **1 To improve academic rigour, attainment and progress.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1	Raise attainment and progress in Arabic and Islamic education by further 6 Domains teacher training on up-to-date pedagogy and use of ICT.	Jan 2015 Review May 2015	T&L team, HOD, SMT	time & external teacher training	students make more progress and attain higher levels/grades	excellent training has taken place throughout 2013 and 2014; teachers are applying training
2	Ensure teachers of Arabic and Islamic education observe other teachers across the school. Minimum of two observations.	by June 2015	CPD leader, HOD and T&L team	time for observations	students are more engaged in lessons	happened already and on-going
3	Raise attainment and progress in Technology by more closely monitoring and targeting teaching and department M & E.	Review Sept 2014 and Termly	IT Head of Secondary	Time with HOD and teachers	student attainment and progress improves. Retention into IGCSE and IB improves.	targets in place with HODs
4	Improve progress and attainment across all subjects by ensuring all teachers use formative and summative assessment to plan for learning. Staff training; observe and collate evidence.	by Jan 2015 Review May 2015	Assessment Coordinator, HOD, PS Section Leaders	assessment development time and training time	all students make progress and improve attainment	an assessment team has been formed and CEM data is now available on every student for every teacher
5	Develop the writing skills and sentence structure in Arabic by including an element of writing in each lesson.	by June 2015	HOD PO	planning and lesson time	students improve writing skills in Arabic	happening and on-going
6	Ensure students are able to apply the rules recitation of the Holy Quran by more frequent practise and opportunities for public recitation.	by June 2015	HOD AB	planning and lesson time	students improve recitation skills	improvements have been seen and teacher training has taken place
7	Improve handwriting skills across the school by implementing new policy and guidelines and modelling by staff.	by June 2015 Review Dec 2014	HOD English, all teachers and Primary Literacy Coordinator to audit	planning and lesson time	students improve hand writing skills in all subjects across the school	this has become a focus in class especially in the Primary School

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Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
8 Improve PISA scores in Mathematics, English and Science by identifying strategies that focus on content categories and subscales. Achieve Maths 592, Reading 558, Science 534.	by March 2015 for testing Review results June 2015	HOD , Core subjects	planning time	students are challenged more, learning and engagement improves - PISA results improve to 2018 targets	more focus on Reading and Science. Target 2018 results, not 2015
9 Improve the monitoring of support for SEN students to raise attainment and plot progress. Track all SEN info on DIS Assessment Database.	by Oct 2014 Review June 2015	SEN team and assessment coordinators	tracking time and database support	SEN students are consistently assessed and monitored	partly in place, needs to be more consistent
10 Improve the teaching of TOK and ensure Essay and presentation guidelines are understood by teachers. New TOK team of teachers.	by April 2015 New teachers by Sept 2014	IB Coordinator TOK/EE Coord HOS	TOK training for teachers	Improved understanding and guidance for students	new TOK /EE Coordinator was appointed and all new TOK teachers

SEF linked improvement priority from Key Question

QI: 1.1 1A Raise standards in the quality and presentation of independent writing.

SEF linked improvement priority from Key Question

QI: 1.1 1E Raise attainment in Design Technology at IGCSE. Ensure IGCSE coursework models are working pieces and not models to obtain higher coursework marks.

SEF linked improvement priority from Key Question

QI: 1.1 1G Raise attainment in TOK by training teachers and ensuring they understand guidelines for TOK presentations and essays.

SEF linked improvement priority from Key Question

QI: 1.1 1H Ensure Mathematics , Science and English departments set improvement targets to improve PISA scores for 2015. Achieve 2018 levels in 2015. Mathematics 592, Reading 558, Science 534.

SEF linked improvement priority from Key Question

QI: 1.2 1B Ensure teachers use formative and summative assessment data when planning work for their classes.

SEF linked improvement priority from Key Question

QI: 1.3 1A Improve students learning by teaching them to evaluate their strengths and weakness at plenary points in lessons.

SEF linked improvement priority from Key Question

QI: 1.3 1E Develop students critical thinking skills and give more opportunities to learn independently.

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Action Plans

Main improvement priority: Priority : **2 To develop students' personal and social development.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1	Further develop a framework for S4L implemented through PACT areas of study.	Sept 2014 Review termly	LI & LC with HOY & Secondary Tutors	resource books, department budget and time for planning	students learning will be enhanced by a broad range of skill exposure	new framework ready for September 2013 and updated in 2014 Framework in place and successful Jan 2015
2	Further improve personal development for students by focusing on attitudes, behaviour, academic standards and relationships with others through S4L.	Dec 2014 Review June 2015	LI & LC with HOY & Secondary Tutors	resource books, department budget, external resources, personnel and time for planning	students learning will be enhanced by a broad range of skill exposure	S4L programme is ready for September 2013. Reviewed in 2014. Framework in place and successful Jan 2015
4	Encourage greater participation and engagement by further developing community links and educational visits to enhance the curriculum. Take learning out of the classroom at every opportunity.	June 2015	Curriculum Leaders & HK	visit cost, organisational time	students link learning in and out of the classroom	plenty of examples across the school
5	Map the teaching of Islam, local traditions and culture across the school. Highlight these areas on work schemes and identify resources. Appoint an Islamic Culture Awareness Coordinator.	for Sep 2014 Review June 2015	JM and CARE team with Curriculum leaders	planning time	students have a deeper understanding in these areas	CARE programme ready for Sep 2014
6	Evaluate the impact of the S4L programme on students learning and personal development. Add Learning Skills days	termly 2014/15	LI, HoY, Tutors, Students	surveys, time to review portfolios	students are able to evaluate their programme	reviews are completed after each section of work, more frequently than planned. Supperb Learning Skills days for IGCSE and IB
7	To continue to monitor and engage parents and students in issues about attendance. Use more SMS messaging as another channel of communication.	on-going	Heads of School & Pas	time	students appreciate the need for good attendance	on-going SMS in place. Parents spoken to at every opportunity.
8	Develop more opportunities for students to take on leadership roles in school by more MUN involvement and more Yr 11 and Yr 13 Prefects positions.	by Sep 2014 Reviewed Dec 2014	IB and Year 11 leaders	planning time; Prefects badges to purchase; MUN planning time	more students have leadership experiences.	MUN has been greatly expanded. Bigger Prefects' team. More students present in assemblies.

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Action Plans

Main improvement priority: Priority : **2 To develop students' personal and social development.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
9 The SRHC (Student representative of House and Counsel) will develop students leadership. In addition, prefects will have defined roles of responsibility that they have chosen (Sports, Emirati culture, Healthy lifestyle etc). They will manage a display board in the foyer with this information on so that all students are informed of their area of responsibility.	Preparations May/June 2014. In place for Sep 2014.	ERF and SRHC and LMC	Time to develop VL:E and PASS. Time for meetings. Cost of rewards	Students have a sense of belonging to a house.	In place by Term 1 and very successful start. Term 2 review is very positive.
10 Create an Environemnt Eco Committee with staff, students and parents.	by Dec 2014	KF and students	time to meet and some resources	student awarness and involvement in environmental issues increases	Committee in place by Jan 2014, local conference attended. New staff required.

SEF linked improvement priority from Key Question

QI: 1.3 1B Give students more oppourtunities to communicate their learning in lessons and through assemblies.

SEF linked improvement priority from Key Question

QI: 2.1 2A Further improve attitudes and behaviour for the Secondary School by developing the Skills for Life programme (S4L) . Focus areas will be attitudes to learning and teaching students 'how to learn'.

SEF linked improvement priority from Key Question

QI: 2.1 2D Provide more oppourtunities for students to take on leadership roles by involving more in the MUN programme and have more Prefects in Years 11 and 13.

SEF linked improvement priority from Key Question

QI: 2.2 2A Through the S4L programme further develop their understanding of Islamic values and appreciate local traditions and culture within the context of the UAE. Deal with these areas in more assemblies.

SEF linked improvement priority from Key Question

QI: 2.2 2B The teaching of Islam and local traditions and culture will be mapped across the whole school. Teaching in these areas will then be highlighted in all work schemes and resources identified.

SEF linked improvement priority from Key Question

QI: 2.3 2C Create a Eco committee in school with teacher, parent and student representatives.

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Action Plans

Main improvement priority: Priority : **3 To improve teaching and learning across the school.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1 More training for teachers in the use of oral and written feedback, critical thinking and independent learning. Simple strategies to be shared at TLC meetings.	Dec 2014 Review June 2015	Heads of School CPD Manager, T& L group	training time	students receive better feedback which improves learning	more examples are shared through good practice board and TLC meetings
2 Develop a common marking policy and establish common symbols, appropriate to school section, to be used by all teachers in notation. T in a circle means 'target for improvement', etc. Secondary new stamps to be used in all departments.	Marking policy in place for Oct 2014 Review Dec 2014 and June 2015	LC and NL	time	students see a consistent approach and a common feedback format	partly in place; to be completed. We have a whole school marking policy. New stamps for all Secondary departments to be purchased.
3 All teachers will share good practice by: observing each other (min 2 teachers), through TLC meetings and by an increased number of learning walks. Teachers attend learning walks with SMT.	by June 2015 Review termly	Heads of School and CPD manager	lesson time off TT	students experience more varied teaching approaches	being logged by CPD Manager
4 Teacher training on using assessment data to plan for learning, differentiation, inquiry based learning, critical thinking and independent learning. Teachers use DIS Assessment Database.	inset Sep 2014 and on-going	IW/NL primary and MW secondary	inset cost	lessons are appropriate and relevant for students' ability and understanding	training has taken place and more planned. Teachers use Database extensively
5 Strengthen and expand the T & L group across the school. develop more working parties.	by September 2014	JSS	meeting time	students have more skilled teachers due to their reflective approaches	in place for September 2014. We now have many T & L groups working on various aspects
6 Create a 'teacher tool box ' of classroom items, such as mini white boards and traffic light cards, for each teacher at the start of the year.	for May 2015	BD and MW	material cost and time	teachers use effective tools to aid student learning and self assessment	list created, but yet to be financed

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Action Plans

Main improvement priority: Priority : **3 To improve teaching and learning across the school.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
7	Advance the features of the learning platform to give student, teachers and parents access to learning materials 24/7.	In place for Sep 2014 training in Sep and Nov 2014	DW and T & L team	cost of program and license	students and parents have 24/7 access to learning materials and feedback	in place for September 2014. On-going development and training for teachers and parents
8	Give iPads to all teachers, so that they can link wirelessly to EWB and use education apps to improve engagement of students and move freely around the room.	Term 1 2014	BD and MW	meeting/training time	students in secondary experience more enquiry based learning approaches	phase 1 - 85 purchased for Sep 2013; Phase 2 - 85 purchased for September 2014
9	Revise outstanding lesson and classroom expectation documents for staff handbook.	for September 2014	IW and IT	time	all teachers know what outstanding lessons look like and students are always engaged	done and will be reviewed for Sep 2015
10	Raise expectations in the classroom by extending students with more challenge and increase the pace in secondary lessons by focussing on 6 Domains training.	focussed CPD for September 2014 Reviewed termly	CB and SLT	CPD Time	student learning improves by teachers increasing pace and expectations in the class.	reviewed by October (half term). Impact in the classroom observed

SEF linked improvement priority from Key Question	QI:	3.1	3D	Increase the emphases in class on teachers giving students opportunities to use oral and written feedback, think critically and offer more opportunities for independent learning.
SEF linked improvement priority from Key Question	QI:	3.1	3E	Exemplar models of learning that demonstrate critical thinking and independent learning will be shared across the school. Departments will map out opportunities to develop critical thinking and independent learning.
SEF linked improvement priority from Key Question	QI:	3.1	3G	Raise expectations in the classroom by extending students with more challenge and increase the pace in Secondary lessons.
SEF linked improvement priority from Key Question	QI:	3.3	3E	Teachers will continue to be trained in the use of oral and written feedback. Simple strategies will be shared. All teachers will use the same feedback symbols, appropriate to school section, when marking (e.g. 'T in a circle' means 'Target for improvement').
SEF linked improvement priority from Key Question	QI:	3.3	3F	Teachers will be trained on using assessment data in their planning to improve learning.
SEF linked improvement priority from Key Question	QI:	6.1	6C	Provide more CPD training and focus on differentiation, teaching SEN matching needs, critical thinking and independent learning & outstanding teaching.

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Action Plans

Main improvement priority: Priority : **4 To develop assessment practice - tracking progress, data management, data analysis, reporting and use of data to impact on learning.**

	Actions needed to achieve	By When	Individual/Team	Resources required	Student focused success criteria	Evaluation of success
1	Introduce CEM testing with MIDYIS, INSIGHT, YELLIS and ALIS. Use CEM data to set targets for all year groups in Secondary School. Change from ePips to InCas in Primary School.	by Sep 2014 targets in place by Nov 2014 Review June 2015	IT MW IW and NL	annual cost of testing approx 8000 GBP	student know minimum grades/levels and are focused on scoring above minimum	Primary are using InCas from Sept 2014. Done. All Secondary students tested. All students have CEM data.
2	Train SMT and Section Heads on CEM packages and InCas. Offer advanced CEM training in Term 2 and Term 3.	CEM training May 2014 and on-going 2014/15	Assessment team led by MW and IW	training cost and time	systems in place so students have targets and are focused and stretched	CEM training part 1 done. InCas training in Nov 2014. Review training plan for Sep 2015
3	Put in place a whole school assessment database that tracks attainment and progress across the whole school. Ensure connectivity to PASS. Track students from EY1 to Year 13 with one system.	by Sep 2013 updated and improved for Sep 2014 reviewed Jan 2015	JSS and Assessment team	time to create database	all teachers have access to all student progress data and use it to plan for learning	completed and extensively used
4	Give instant access to data to all teachers and tutors. Monitor, analyse and track student performance by curriculum and pastoral channels.	review Sep 2014 and Jan 2015	JSS and Assessment team	time to create database	all teachers have access to all student progress data and use it to plan for learning	SMT provides data, teachers have instant access to DB
5	Improve the quality of student reports to include targets for improvement.	by each reporting cycle	MW and NL	time to edit reports	students are aware of focused targets	still to be added in Secondary although written in subject comments.
6	Review the impact of the whole school assessment and intervention team. The team will scrutinise data and provide regular staff training in the effective use of data to aid planning to improve learning.	by Sep 2014, Review Jan 2015	MW and IW	time to meet and teacher training time	all teachers have access to all student progress data and use it to plan for learning	in place for September 2013. Successfully continued in 2014 developing an assessment tracking system and staff using data to plan.
7	Increase the regularity of moderating students' work to increase consistency in teacher judgements.	by end of each term	IW and NL	time to meet	students are levelled accurately	started in Term 1 as planned

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Action Plans

Main improvement priority: Priority : **4 To develop assessment practice - tracking progress, data management, data analysis, reporting and use of data to impact on learning.**

Actions needed to achieve	By When	Individual/Team	Resources required	Student focused success criteria	Evaluation of success
8 Improve Primary School tracking to inform on transition between key stages, especially between Eys and P1 which needs to be aligned.	by June 2014	Impact reviewed Oct 2014	Time to plan and implement.	students progress is tracked across Eys and P1	levels are now aligned across EYs and P1
9 All SEN information available to all teachers at the touch of a button through the database.	By September 2014 Review termly	SENCO, Primary Coordinator and Director	Time to add features to database and staff training	teachers have all data and strategies on hand to plan better teaching; learning improves for all.	in place and very effective. Improved differentiation seen in lessons.

SEF linked improvement priority from Key Question	QI: 1.1 1B	Use CEM adaptive testing to set minimum grades for all year groups in the Secondary School and make VA measurements after external examinations.
SEF linked improvement priority from Key Question	QI: 1.2 1A	Test all students with CEM test to produce minimum target grades, and be able to show progress of each student year on year.
SEF linked improvement priority from Key Question	QI: 1.2 1C	Develop a whole school approach to tracking students' progress by further developing the school central database.
SEF linked improvement priority from Key Question	QI: 1.3 1D	Help students make more connections between different areas of learning by looking at more cross curricular approaches.
SEF linked improvement priority from Key Question	QI: 3.2 3B	Increase the regularity of moderating students' work to increase consistency in teacher judgements.
SEF linked improvement priority from Key Question	QI: 3.2 3D	Develop assessment teams in each school in order to impact on curriculum development and review and to inform on key transitional stages.
SEF linked improvement priority from Key Question	QI: 3.2 3E	Replace primary ePips with INCAS to better identify students areas of strength and weaknesses.
SEF linked improvement priority from Key Question	QI: 3.2 3F	Improve teachers understanding and use of data to improve learning outcomes for all students.
SEF linked improvement priority from Key Question	QI: 3.3 3A	A new assessment database will be used to record all assessment data throughout the school. Processes that record and analyse the data will enable teachers to track progress and attainment and use the data to plan for learning.
SEF linked improvement priority from Key Question	QI: 3.3 3B	A whole school assessment team will be created. Data quality will be regularly scrutinised by the assessment team.
SEF linked improvement priority from Key Question	QI: 3.3 3G	Student data will clearly show attainment and incremental progress of all students.
SEF linked improvement priority from Key Question	QI: 6.3 6B	Improve the quality of student reports to parents and include targets for improvement.

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Action Plans

Main improvement priority: Priority : **5 To monitor, review and develop the curriculum.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1 Extend the curriculum by developing logical deeper thinking by introducing computer programming and coding at KS1 - KS4.	introduce by Sep 2013 Review Sept 2014 and June 2015	IW and IT	Robotics kits new course training and resources	students have more options and develop a deeper level of thinking in ICT	started in Sep 2013, improved in Sept 2014
2 Further develop enquiry-based learning in the Secondary School by introducing more cross curricular themed approaches at KS3. These themes are to be based on real-life problems/tasks to increase student interaction and promote deeper thinking. i.e STEM day	Review termly	IT, MW HODs	planning time	students are exposed to different learning styles and develop enquiry-based skills	Three events in two terms started in Sept 2014 - excellent events
4 Increase options at KS4 and IB with IB Psychology (+ HL) and more BTEC options at KS4. Remove period 7 Arabic for Year 11. Introduce BTEC Performing Arts and IGCSE Enterprise.	Review by Sep 2015	NL, IT MW KP	planning time	students have a consistent experience and improved community time	in place
5 Introduce new procedures to map and improve the curriculum across the transition phases to ensure continuity and progression. Secondary departments and Primary Subject Leaders must work together.	Planning done in Term 3 2014 and impact reviewed in Oct 2014	Primary Leaders and HOD Secondary	planning time	students experience a progressive and scaffolded curriculum model across phases.	excellent outcomes in Year 1 and Year 7, curriculum redesigned to stop repetition in Years 6-7
6 Extend careers education to Year 9 through the S4L programme.	by Sept 2013 and reviewed in Sep 2014	ZW and LC/LI	planning time to develop the programme to Year 9	student have access to progressive careers education	on-going
7 Map out the teaching and student experiences of Islam, appreciation of local traditions and culture. Add to all workschemes. Develop a resource bank of materials. Link CARE to S4L	by June 2014 Review April 2015	JM	time and possible bursary	students experiences in these areas increases	on-going and CARE be linked to S4L

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Action Plans

Main improvement priority: Priority : **5 To monitor, review and develop the curriculum.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
8 To review and further develop Primary School cross curricular themes and ensure a balance of topics across year groups.	on-going review in May 2015	MC, NL and Section Leaders	planning time	students experience a range of topics in lessons	on-going, still work to do
9 To further develop, enhance and level through more frequent moderation and further training, writing activities in the Primary School.	ongoing review in May 2015	MC, NL and Section Leaders	planning time	students writing skills improve and are accurately assessed	on-going; improved moderation

SEF linked improvement priority from Key Question	QI: 2.2 2C	Link the CARE project in Primary School with the S4L project in Secondary School.
SEF linked improvement priority from Key Question	QI: 2.3 2A	Develop the Skills for Life programme (S4L) which will include topics on civic responsibility and economic and environmental understanding. These lessons will be planned to show progression through the years.
SEF linked improvement priority from Key Question	QI: 2.3 2B	Further develop the support of schemes that promote sustainability and conservation locally and within the wider world.
SEF linked improvement priority from Key Question	QI: 4.1 4A	Continue to develop a wider range of community links/educational visits that will further enhance and enrich the curriculum. Take learning out of the classroom at every opportunity.
SEF linked improvement priority from Key Question	QI: 4.1 4B	Further develop the curriculum by developing more cross-curricular approaches that are taught through enquiry- based learning.
SEF linked improvement priority from Key Question	QI: 4.1 4C	Review the new hybrid transition curriculum for Year 6 started in September 2012.
SEF linked improvement priority from Key Question	QI: 4.1 4D	Ensure timetable allocation compliance in Arabic A/B and Islamic Education across both schools.
SEF linked improvement priority from Key Question	QI: 4.1 4E	Develop the new Skills for Life programme in the Secondary School. Extend Careers Education from Years 9,10 and 11
SEF linked improvement priority from Key Question	QI: 4.1 4G	Implement new procedures to map and improve the curriculum across the transition phases to ensure continuity and progression. Secondary departments and Primary Subject Leaders will plan together.
SEF linked improvement priority from Key Question	QI: 4.2 4B	Increase BTEC options, add IB Psychology (take to HL) and IGCSE computer programming. Introduce robotics and programming into the KS2 Primary curriculum.

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Action Plans

Main improvement priority: Priority : **6 To develop consistent practice and a programme of guidance, care and support for all students.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
2	Develop a pastoral academic monitoring and mentoring system to support student learning and identify underachievement. Appoint an Intervention Coordinator in Secondary.	from Sep 2013 Review termly in 2014/15	MW, LC and HOY	time and resources and tracking database	students know when they are off track and have support to improve	started; Planning Intervention Coordinator appointed for Sep 2013, additional development from Sep 2014
3	Improve consistency in staff handling of behaviour and attitude by strengthening the support team of HOY and Tutors. Design a behaviour management flow chart.	from Sep 2013 & on-going; Review Sep 2014	SMT	on-going time	students are treated fairly and consistently and parents are supported	done; flow chart given to all teachers
4	Clearly define and document the roles and responsibilities for teachers, Tutors, HOY, Year Leaders.	by Sept 2013; Review Sep 2014	SMT	time	students and teachers know who is responsible for student care	mostly in place, some gaps to fill
5	Ensure all staff are trained annually in child protection, aware of the policy and know who the child protection officers are in school.	by Sep annually during Inset week	LC NL	inset time	students are supported appropriately	was done in August Inset, on-going each year Done
6	Re-design supported students IEP's to ensure they are written in a more student friendly language.	by Oct 2013; Review Sep 2014	ST SENCO & SD for ELL	time	students understand IEP targets	Done and reviewed
7	Implement new house system with new point scoring structure that covers four areas of contribution to school.	In place for Sept 2014; Review termly	Secondary Assistant Principle and HOY	Automated programme required	students are engaged all many areas of school life and feel a sense of belonging to their school House.	in place and very successful
8	Improve the consistency in identification, quality of support and monitoring of SEN students. Ensure SEN students are removed from list at appropriate times.	by September 2013; reviewed in Sep 2014	ST, IW & MW	time to monitor and assess SEN students	SEN students make progress due to a consistent level of support	to be further developed in 2015
9	Develop a reward system to include excellent attendance and punctuality certificates.	By September 2014	LC and NL	printing cost	students are recognised for good attendance and punctuality	Done, in place

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Action Plans

Main improvement priority: Priority : **6 To develop consistent practice and a programme of guidance, care and support for all students.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
10 Use more outside specialist to identify SEN needs.	Continuous process	SENCO	specialist fees paid by parents	students' needs are identified accurately	links established to professional advice at the CAMAL Clinic. Parents are referred to this clinic for student assessments.

SEF linked improvement priority from Key Question

QI: 5.2 5E Extend the role of the Careers and Guidance Officer to deliver a programme of Careers education to Years 9, 10, and 11.

SEF linked improvement priority from Key Question

QI: 5.2 5F Improve consistency in the identification, quality of support and monitoring of SEN students, including G & T. Ensure SEN students who improve come off the list. Use more outside specialist to identify SEN needs.

SEF linked improvement priority from Key Question

QI: 5.2 5G Develop the reward system to include excellent attendance and punctuality certificates.

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Action Plans

Main improvement priority: Priority : **7 Develop leadership capacity, CPD provision and the capacity to improve.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1	Develop the CPD programme to include Middle Management training, VLE, iPads, better differentiation, critical thinking and independent learning.	Sep 2014 plus termly targets	MC IT and CB	training time and meeting time	teachers are highly trained which impacts positively on pupil learning	CPD Manager coordinates training. Middle Managers courses ran in Jan 2013, April 2014 and September 2014
2	Further Develop the electronic staff CPD portfolio which targets 30 hours CPD per year and a minimum of two lesson observations. Teachers will watch outstanding teachers. Teachers are appraised in 7 areas.	by Sept 2014 Review process June 2015	JSS for CB	time to write database	teachers are highly trained which impacts positively on pupil learning	done to be reviewed
3	Take teachers on learning walks to share good practice and give CPD opportunities. Put in place sharing good practice notice boards in the staff rooms.	by Feb 2014 on-going Review Jan 2014	SMT members & BD	TT time	students see SMT and teachers sharing good practice and being learners	already in place to increase frequency, boards are in staff rooms
4	Develop Middle Management skills by placing them at the heart of the school improvement process. They will lead the whole school Monitoring and Evaluation Strategy.	M & E strategy in place for Sept 2013 on-going Reviews annually	JSS write strategy- SMT work with HOD/Middle Leaders	time for monitoring and evaluation	Middle Leaders are highly trained which impacts positively on pupil learning	training has been done and will be on-going
6	Ensure all teachers and admin staff are trained on child protection each year.	August inset 2014	LC & NL	inset session in place	all student have appropriate care	done by 28th Aug 2014; Admin staff also trained; repeated for Tas in Dec 2014
8	Involve all teachers and HODs in the school self evaluation and improvement planning process using the new automated REP database.	in place for May 2013 on-going training	JSS to create database and train staff	database development time and training time	Middle Leaders and teachers are highly trained which impacts positively on student learning	database written and HODs trained
9	Put in place a full voluntary internal CPD programme that is led by classroom teachers including mini iPad and VLE training.	review attendance and impact termly	CB CPD Manager	planning time and some printing cost	students teachers are highly and frequently trained	Term 1 very successful with large participation rates

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Action Plans

Main improvement priority: Priority : **7 Develop leadership capacity, CPD provision and the capacity to improve.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
10 Improve lesson observation feedback from SLT to teachers by training and developing consistency.	training September 2014	CB and SLT with Tim Tatham	training time and Tim's fees	teachers are informed of recommendation to improve student learning	excellent training for SLT and all Middle Leaders. More consistency in lesson judgements.
SEF linked improvement priority from Key Question	QI:	1.1 1D	Raise attainment and progress in Arabic and Islamic Education by further teacher training and by adapting more up-to-date teaching methods. Improve the pedagogy of these teachers by sharing good practice.		
SEF linked improvement priority from Key Question	QI:	3.1 3B	In addition to learning walks, there is a minimum expectation that teachers observe two lessons per year - one in their subject area and one out of subject area.		
SEF linked improvement priority from Key Question	QI:	3.3 3C	Teachers will take part in regular training sessions on what data means and how to use it in planning for learning.		
SEF linked improvement priority from Key Question	QI:	5.1 5C	Train staff annually in Child Protection at the start of the academic year. Ensure the Child Protection Policy and procedures appear in the Staff Handbook.		
SEF linked improvement priority from Key Question	QI:	6.1 6B	Develop an in house voluntary CPD programme which is led by teachers/Middle Managers including a Middle Managers programme. Put in place a full first term induction programme for new staff.		
SEF linked improvement priority from Key Question	QI:	6.1 6F	Improve lesson observation feedback from SLT to teachers by training and developing consistency.		
SEF linked improvement priority from Key Question	QI:	6.2 6F	As part of the new Monitoring and Evaluation Strategy, increase the number of learning walks taking place across the school by all SMT, accompanied by teachers, to spread good practice.		

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Action Plans

Main improvement priority: Priority : **8 Develop monitoring and evaluation and planning procedures in school.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1	Further promote and engage Middle Leaders in the whole school M & E Strategy.	August 2013 for Sep start. Review in Sep 2014	SLT HOD	time	constant school improvement ensures students receive quality teaching and make progress	completed in August 2013. Introduced to SMT in Nov 2013; on-going implementation
2	Produce an M & E schedule for the next academic year. Set minimum requirements for M & E reviews with SLT and Middle Managers. SLT 3 hrs per week, Middle Managers 2 hrs per month on learning walks.	June 2014, reviewed Dec 2014	SLT	TT time and planning time	more lessons are of outstanding quality (x%). Students learn more and make more progress	done August 2014 and being followed
3	Increase M & E by more learning walks, student tracking, reviewing whole school aspects, SLT review sheets on department planning. Sharing good practice observed.	started in Sep 2014	SLT. HOD, +Teachers on learning walks	TT time	more lessons are of outstanding quality. Students learn more and make more progress	on-going and effective
4	Put in place a new 3-Year Strategic Plan 2015-2018 for the school. Work with all staff to set a vision. Link the Strategic Plan to the yearly Action Plan.	New plan in place for May 2015	SLT and all staff and Board members, parents and students	none	teachers are focused on priorities and students make more progress	to be ratified by the Board at end of May 2015. Reviewed in September 2015 after results. Review Jan 2016
5	Students and teachers have instant access to assessment/progress data and use this for self evaluation and target setting.	Jan 2014; review Jan 2015	Assessment Coordinators ensure data is provided + class teachers + students have responsibility.	student class time to reflect on learning + staff planning time	students are more able to reflect on their learning and set their own targets	access to student data has drastically improved
6	Evaluate the REP database and train Middle Managers to use. Filter training down to all staff. Use new Action Plan sheets as a standard across the school.	REP training Term 3 2014 and repeat Term 1 2014	JSS then SLT and HOD	training time	constant school improvement ensures students receive quality teaching and make progress	DB created; second phase training required
7	All department Action Plans will be completed using the REP DB. SEF to be completed using the REP DB. SIP to be a 'teacher led' approach.	for Sep 2014	SLT and HOD	training time and planning time	constant school improvement ensures students receive quality teaching and make progress	action plan format in place; on-going training required

1 Whole School

Action Plans

Main improvement priority: Priority : **8 Develop monitoring and evaluation and planning procedures in school.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
8 Use information from students, staff, parental surveys and inspection teams to address concerns and plan for improvement.	Term 3 2014; then each year review in June	SLT	review and working party time	students and parents concerns are addressed. Students and parents voices have an impact	survey information available in August/September 2014 and used for plan review in September 2015
10 Introduce new student appraisal of teachers and 360 reviews of SLT by teachers for September 2014.	by April 2015; Evaluate Sept 2015	Director and SLT	time to plan and confer with teachers.	student learning improves as teaching is more reflective	

SEF linked improvement priority from Key Question	QI: 1.1 1C	Raise attainment in Arabic, Islamic Education and Science (Physics KS5) by closer monitoring of teaching and assessment. New Physics teachers are in place.
SEF linked improvement priority from Key Question	QI: 3.2 3A	Students engagement will be assessed as a 'focus aspect' as part of the new Monitoring and Evaluation Strategy.
SEF linked improvement priority from Key Question	QI: 6.1 6A	Use a new centralised REP database for all school planning. This will ensure there is a real focus on the vision and direction of the school.
SEF linked improvement priority from Key Question	QI: 6.2 6A	Further develop systems for the monitoring and evaluation of the school's performance by introducing a new Monitoring and Evaluation Strategy.
SEF linked improvement priority from Key Question	QI: 6.2 6B	Implement a new school improvement planning process and provide training. A new 'bottom down' approach using the new REP database. Introduce SLT planning review feedback sheets to evaluate middle management improvement planning.
SEF linked improvement priority from Key Question	QI: 6.2 6D	Use information from student, staff and parental surveys to immediately respond to and address areas of concern.
SEF linked improvement priority from Key Question	QI: 6.2 6E	Ensure all department improvement plans are on permanent display and regularly annotated so that they become 'live' improvement plans which are constantly updated.
SEF linked improvement priority from Key Question	QI: 6.2 6H	Introduce new student appraisal of teachers and 360 reviews of SLT by teachers for September 2014.

1 Whole School

Action Plans

Main improvement priority: Priority : **9 Improve communication and working with the school community.**

	Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1	Produce a 'Curriculum Mapping Links' document that informs all the school community of our rationale for our curriculum and links all aspects of school to the curriculum.	By Oct 2014	JSS Director and Curriculum Leaders	Time	students and parents understand curriculum links	done and on the website
2	Continue to educate parents and students about safe use of the car parks and the importance of school attendance and punctuality.	June 2014 and half-termly reminders	MC and IT	newsletters and at meetings with parents	students and parents are safe and students have access to the full curriculum	on-going
5	Continue Director's Coffee meetings each term and give morning and evening opportunities to attend. Ensure a Board member is in attendance.	Oct 2014	JSS	meeting time for duplicated morning and evening meetings	parents are informed about the strategic direction of the school and have the opportunity to ask questions	in place; Board member now attends
6	Further develop the school website and improve the Parent Portal so that parents have instant access to student information such as reports, attendance and assessment data.	Feb 2014	JSS and Prince + Pas and SN	time	student and parents have access to website and parents have access to parent portal and to further engage parents in school activities	in place
7	Clearly define roles and responsibilities of all employed in the school by ensuring all job descriptions are in place.	by June 2013; on-going; review each June	SN and JSS	time to prepare all job descriptions	teachers are aware of their roles and responsibilities	in place for September 2014; still to do some job descriptions of admin staff
8	Ensure parent, teacher and student surveys are completed and findings are used to aid school improvement.	every May and reviewed in June	JSS IT and MC	time to prepare and review surveys	students, parents and teachers have their say	surveys are completed, reviews in September 2014; surveys for 2015 reviewed in June

1 Whole School

Action Plans

Main improvement priority: Priority : **9 Improve communication and working with the school community.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
SEF linked improvement priority from Key Question	QI:	2.1 2C	Focus on raising attendance to 96% by developing parent communication. Increase communication using SMS.		
SEF linked improvement priority from Key Question	QI:	5.1 5B	Constantly educate and remind the parents and students on the safe use of the car parks.		
SEF linked improvement priority from Key Question	QI:	5.2 5A	Continue to monitor and communicate with parents about attendance and punctuality. Develop the reward system to include excellent attendance and punctuality certificates.		
SEF linked improvement priority from Key Question	QI:	6.1 6E	Further improve the communication between SMT and teachers; make all SMT minutes available each week and hold regular whole school staff meetings.		
SEF linked improvement priority from Key Question	QI:	6.3 6A	Further develop parental involvement as stakeholders within the school by holding termly Director's Coffee meetings in the mornings and evenings so all can attend.		
SEF linked improvement priority from Key Question	QI:	6.3 6C	Improve access to information on the school website and further encourage parent participation in school events.		
SEF linked improvement priority from Key Question	QI:	6.3 6D	Further develop the school Parent Portal and VLE so that they have instant access to student information such as attendance and reports.		
SEF linked improvement priority from Key Question	QI:	6.3 6E	Further develop the VLE so that parents can engage with the learning process with the student and teacher.		
SEF linked improvement priority from Key Question	QI:	6.3 6F	Improve the information that helps parents understand our curriculum, particularly IGCSE and the Early Years Framework.		
SEF linked improvement priority from Key Question	QI:	6.4 6A	Ensure parent, student and teacher surveys are reviewed and completed each year and analysed for Board information.		

1 Whole School

Action Plans

Main improvement priority: Priority : **10 Managing resources including staffing.**

Actions needed to achieve priorities	By When	Individual/Team Responsible	Resources required	Student focused success criteria	Evaluation of success
1 Increase staffing in Learning Support and maintain staffing ratios for SEN and ELL students. Use LS teachers across phases.	by Sep 2014	JSS and ST	additional staffing	students have access to more specialised help	done
2 Increase staffing and student numbers ready for Sep 2014.	Sep 2014	JSS IT and MC	staff cost 7 additional teachers, one new Admin member of staff for Secondary, additional Tas	Students have more support and correct class sizes	done by Aug 2014
3 Review and improve pay levels for experienced teachers. Review housing benefit for locally hired Arabic/Islamic teachers.	By Oct 2015	Director and Board	cost of increased salaries	A balance of experienced teachers impacts on student learning	under review
4 Review the formula funding approach for school, department and section annual budget allocations.	by Sep 2013; Review in Sep 2014 and June 2015	JSS and SW	time to write spreadsheet	departments are well run and resourced for students	very successful for the last two years
7 Replace Early Years toilets to 12 inch for compliance.	by August 2015	Maintenance team	financial cost	easier for EYs students	planned
8 Strategically plan to build Phase 3 which should include high aspecification learning resource areas.	plans in place for June 2014, start March 2015	Director and Board	time and consultancy fees	more excellent student resources	date of first meeting to be decided
9 Toilets need to be planned for the sports field and a sport pavillion should be added to the Phase 3 build plan.	add to Strategic Plan for Sep 2014	Director	building cost linked to Phase 3 build	students have improved access to facilities on field	Now on Strategic Plan

SEF linked improvement priority from Key Question

QI: 3.1 3A Help teachers use learning technologies by connecting hand held devices to the wirelss network and EWBs. Develop Smart Board and VLE use further. Supply teachers with mini iPads.

SEF linked improvement priority from Key Question

QI: 4.1 4F Ensure we remain inclusive and are able to meet the needs of all students by maintaining the correct staffing ratios in the Learning Support and ELL departments. Maximise SEN to 10% per year group in Secondary School.

SEF linked improvement priority from Key Question

QI: 6.5 6C Move to formula funding approach to decide on department allocations to run departments. HOD will be accountable for their own department budgets.

SEF linked improvement priority from Key Question

QI: 6.5 6E Strategically plan to build Phase 3 which should include high specification learning resource areas.

SEF linked improvement priority from Key Question

QI: 6.5 6F Toilets are required on the sports field, best served by a new sports pavillion.