

1 *To improve academic rigour, attainment and progress.*

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Raise expectations and attainment and progress in Arabic and Islamic education by further 6 domains teacher training on up-to-date pedagogy and use of ICT.	Jan 2017/ review May 2017	Arabic Support Leaders	time & external teacher training	Students make more progress and attain higher levels/grades. KHDA judges attainment as Good across the school and progress as Very Good.	Excellent training has taken place throughout 2015 and 2016; teachers are applying training.
2	Raise attainment of SEN students by ensuring all staff have SEN info and classroom strategies for progress. Track progress half termly.	by June 2017/ review progress half termly	SENCO and team, teachers and T&L team	time for observations and tracking and to meet parents	+75% of SEN students make more than expected progress.	
3	Raise attainment in IGCSE by focusing on improved learning through the 6 domains and using assessment data in planning for all learners.	review Sept 2016 after summer exams, and termly/ target for Aug 2017	Sec SMT and HODs	time with HOD and teachers	A*-C pass rate 95% (97% no SEN) % 5 A*-C to 92% (98% no SEN) % A*-B to 65% (72% no SEN) Ensure gender difference A*-C grades in no more than 10%. All IGCSE subjects standardised residual VA in 97.5% tolerance band.	Targets in place with HODs
4	Raise attainment in IBDP and IBCP by focusing on improved learning through the 6 domains and using assessment data in planning for all learners. Improve TOK and EE moderation and predictions.	by Jan 2017/ review May 2017	Assessment Coordinator, HOD, PS Section Leaders	assessment development time and training time	% awarded IBDP at 98% + average point score per candidate at 33.0 points + average grade at 5.5 + % scoring 40+ at 12% of cohort CEM Value added at Zscore 1.4+ in 90th percentile + all IB subjects standardised residual VA in 97.5% tolerance band.	Targets in place with HODs
5	Develop the writing skills and sentence structure in Arabic by including an element of writing in each lesson.	Review termly	HOD Arabic and Lead Team	planning and lesson time	Students improve writing skills in Arabic. Attainment and progress in writing judged as Good.	Happening and on-going
6	Raise progress in Primary KS1 & KS2 by focusing on improved learning through the 6 domains and using assessment data in planning for all learners.	by June 2017	HOD AB	planning and lesson time	75% of students make progress above expected levels in KS1 & KS2, in numeracy, literacy and science.	Progress is outstanding in some areas; it needs to be consistently above 75%.
7	Raise progress in KS3 by focusing on improved learning through the 6 domains and using assessment data in planning for all learners.	by June 2017/ review Dec 2016	HOD in all subjects	planning and time to use and analyse assessment data	In KS3, 75% of students make progress above expected levels, in English Mathematics and Science.	Progress is outstanding in some areas; it needs to be consistently above 75%.

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8	Raise TIMSS & PIRLS scores in Maths, Science, reading and literacy by focusing on weaker areas of learning in 2015 TIMSS & PIRLS feedback reports.	plan by Aug 2016/review Dec 2016 and May 2017	HOD , Core subjects and Primary subject leaders	planning time	Years 4 and 8 achieve the High International benchmark of 550+. A target for the 2018 tests is set at the advanced international benchmark of 625+.	Test taken March 2015.
9	Take GL National Agenda Benchmark test for the second year. Review results from 1st Year Term 3 2016.	1st test Aril/May 2016. 2nd test Term 1 October 2016	Primary and Secondary Assessment Coordinators.	financial cost of test and time for testing in ICT lab.	GL tests concurs with CEM and school teacher progress measures. Primary Science and Mathematics make Outstanding progress, English shows Very Good progress. Secondary Maths, Science show Outstanding progress at KS3, IGCSE and IB. English shows Outstanding prgress at IB and Very Good at KS3 and IGCSE.	Careful analysis required.

2 *To develop students' personal and social development.*

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Secondary Heads of Year lead the S4L programme. There will be a greater focus on careers education from Year 9. Students in Years 10-13 complete a learning skills/revision techniques programme.	review programme termly/ final review June 2017	Pastoral DH with HOY & Secondary Tutors	resource books, department budget and time for planning	All Year 10-13 students will attend a learning skills/revision techniques programme. Students will receive more careers guidance from Year 9 onwards. Students' surveys will show improved awareness of careers advise. Students and parents will be more informed for option choices.	New S4L programme is ready for September 2016.
2	Appoint a S4L Coordinator in Primary to develop the programme of S4L throughout the primary years (a 1-year appointment). Establish a cross phase link and curriculum map across Phases 2 and 3.	S4L mapping reviewed across the Primary curriculum by Dec 2016	Primary Coordinator and Phase Leaders with with Secondary S4L Pastoral DH	resource books, department budget, external resources, personnel and time for planning	Primary students learning and development will be enhanced by a broad range of skill exposure. Students can demonstrate awareness of topics such as sustainability and the National Agenda.	Primary S4L programme is ready for September 2015.
3	To continue to monitor and engage parents and students in issues about attendance by SMS messaging, attendance certificates, letters home and meetings with parents.	half termly focus and termly summaries	Heads of School and Year Leaders	time	96.5 % attendance in Secondary/ 96.5 % attendance in Primary (Years 1-6)/ 96% attendance in Primary (including Early Years)	

3 *To improve teaching and learning across the school.*

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	All teachers will share good practice by increased use of 'sharing good practice boards' observing each other (min 3 teachers per year), attending Let's Share Walks with T & L Coordinators.	June 2017	CPD Manager, T & L Coordinators, SLT	time	All teachers have observed three colleagues lessons which are recorded on the Staff Database. Students experience a range of teaching strategies.	
2	Improve the consistency of SLT and HODs feedback on appraisal lesson observations and learning walks by using a consistent feedback format via the staff Database and leadership training on lesson observing and feedback.	training by October 2015/ review of consistency in Jan 2017	Director, CPD Manager, SLT and HODs	time and cost of a trainer	Feedback reviews show a consistent approach and a focus on improvement recommendations.	
3	Improve the transition from Early Years to Year 1 by raising the levels of expectation by building on the the finish points in EY2. P1 teachers and EYs teachers work together in planning Year 1 work and assessment.	Start team work Term 3 2016. Implement Term 1 Sep 2016	Primary DH Curriculum and Assessment, EYs and P1 Phase Leaders	Planning time and some cost of new resources	By February 2017, P1 attainment is judged to be Very Good, progress is judged to be Outstanding.	
4	Increase and improve the use of learning technologies in Primary Years 1-5 to the same frequency and standard seen in EYs and Year 6 - by cross training and sharing ideas of teachers and Year Leaders.	June 2017, review each term	Head of Primary , Phase Leaders and Year Leaders	Planning time, any ICT hardware and software requirements	lessons observation show that ICT technologies are used at every opportunity in primary lessons.	
5	Continue to improve the quality teaching in Secondary and post-16 Arabic and Islamic Education by raising the expectations and planning engaging and challenging lessons. An advisory team will work along side HODs, increase staffing and reduce class sizes.	In place for Aug 2016, reviewed termly	Arabic, AFL and IE advisory team work along side HODs	Planning time, lesson observation time	In Secondary and Post 16, observed Arabic, AFL and IE lessons show higher expectations and more engaging work. All lessons are judged as Good by school and DSIB.	
6	Secondary School teachers will ensure critical thinking and independent learning opportunities are identified on lesson plans and medium term planning.	All HODs	HOS, Secondary SLT, HODs	planning time	Secondary School teachers will evidence lesson planning and medium term plans that show more critical thinking and independent learning opportunities are available for students. Lesson observations that over 70% of lessons are Good, Very Good or Outstanding, no lessons are weak.	

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7	<p>Improve the consistency in teaching by increased monitoring and more lessons observed for all teachers. Review Phase 1 and 2 of the internal CPD programme on the 6 domains.</p>	<p>On-going review termly</p>	<p>All SLT and HODs/PLs</p>	<p>lesson observation and feedback time</p>	<p>Staff Database data shows that all teachers are seen a minimum of 3 times per year, via appraisal observations or learning walks. Students experience more consistency in teaching standards. 70% of lessons are Good, Very Good or Outstanding</p>
8	<p>Increase the quality and amount of training for teaching assistants, specifically in allowing students to become independent learners.</p>	<p>TA Training in place for August 2016 and more training Term 1 and Term 2</p>	<p>CPD Manager and Phase Leaders in Primary</p>	<p>cost of an external trainer and time for internal training</p>	<p>Lesson observations show that Training has had an impact on TA's effectiveness in the classroom. TAs demonstrate how they encourage students' independent learning.</p>
9	<p>There will be a more in depth focus on challenge and the balance between pace and time for students to reflect on their learning in lessons. This will be a focus for lesson observations.</p>	<p>by June 2017/ progress review constantly</p>	<p>All HODs/PLs and SLT</p>	<p>time to monitor and observe, training cost</p>	<p>Lesson observation feedback shows that there is a good balance between pace and reflection on learning in lessons, this will be monitored in lessons and surveyed with students. 0% of lessons observed will be Good, Very Good or Outstanding.</p>
10	<p>Year 6 Arabic, AFL and IE will be taught by primary departments instead of secondary departments. Staffing will be increased in both schools and class sizes will be reduced. EYS will have Arabic, AFL and IE lessons.</p>	<p>in place for August 2016, reviewed termly</p>	<p>HODs and advisory team</p>		<p>The progress made in primary Arabic, AFL and IE continues to improve and moves up through the school and into Secondary years. Across the school all lessons observed are Good or Very Good with no weak or acceptable lessons.</p>

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

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1	Continue to expand the use and training of CEM packages. Use CEM data to demonstrate the outstanding progress of DIS students.	by Oct 2016/ review May 2017	Deputy Head Curriculum and Assessment	cost 6000 GBP per year for CEM testing + time to test students	CEM data will assist the school in showing outstanding progress of students for the previous 2 years and improved attainment and progress for the last 3 years. Secondary Maths and Science and KS5 English, over 75% make more than expected progress. Primary Science and Mathematics, 75% make more than expected progress, Literacy over 62% make more than expected progree.	
2	Assist the IE department to implement improved assessment methods to demonstrate good attainment and progress.	prepared by September 2016/ review Dec 2016 and March 2017	Secondary and Primary SLT and HOD IE	preprataion time	Students' progress and attainment in IE is clearly shown as Good.	
3	DIS Assessment Database will continue to record, track and analyse all assessment data for EY1 to Year 13. Ensure all teachers and managers have access to all possible data.	by Sept 2016	Director and SLT	time to program database	There will be 4-Years minimum tracking data for all students who have been at the school for 4 years +.	
4	Maximise the use of the Assessment Database. Ensure all teachers have updated teaching strategies for all SEN students from the database. Monitor the use of SEN information by teachers.	by Sept 2015/ review termly	Director and SLT	time	The DIS assessment database will be on every teacher's desktop. SEN reports with recommended teaching strategies will be available and used by every classroom teacher. +75% of SEN students will make above expected	
5	Improve the consistency of feedback in marking to support students targets and learning by more regular reviews by managers and a common secondary marking policy.	Half termly reviews to summarise impact /May 2017	Secondary SLT and HODs	training and meeting time	Students have focussed improvement targets which are supported by consistently high quality marking. Students know what they need to do to improve.	

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6	Review the new DIS Attainment and Progress scale across the whole school Year 1 to IB2. Prepare report systems for the new report format to include the new DIS assessment scale. Implement Secondary progress complexity scale.	Scale introduced in Term 3 by June 2016/ review Dec 2016	Assessment Coordinators and HODs/PLs	training and meeting time	Students' progress and attainment are measured against a common DIS assessment scale that is understood by parents and students. School progress measurements concur with CEM and GL data to show all progress is Outstanding or Very Good.75% of students make more than expected progress in the core subjects.
7	Analyse PIRLS and TIMSS results and look at skill areas that need more focused attention in the curriculum.	by June 2016/ curriculum changes by Sept 2016	HODs Maths, English, Science and Primary subject leaders	time	PIRLS & TIMSS results will be above the high international benchmark of 550.
8	Implement Year 2 of the use of GL testing to benchmark against National Agenda targets.	By Oct 2016	DH Assessment in Primary and Secondary School.	Cost of GL testing	GL test show 75% of students make more than normal progress in core subjects across the school.

5 *To monitor, review and develop the curriculum.*

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1	Review the Secondary S4L programme and link to Primary S4L programme and ensure continuity. Appoint a Primary S4L Coordinator.	appointed by April 2016/ course review before September 2016	HOYs Secondary and Primary S4L Coordinator	planning time and teaching resource cost	Students experience an outstanding S4L programme throughout the school. Programme is fully mapped across both skills.	
2	Review the impact of introducing IB Psychology and IGCSE Computing and IGCSE Enterprise. Review the impact of the introduction of Coding in primary ICT lessons.	June 2016 and May 2017	HODs, IB teachers, Secondary curriculum leaders	curriculum review time	Reviews in place and modifications actioned. IGCSE Psychology attain + 75% A*-B grades. IGCSE Computing - + 75% A*-B grades.	
3	Map student learning outside the classroom on the Curriculum rationale and links document. Review the Outdoor Education Programme and include a rationale in the policy statement.	September 2016/ review March 2017	Outdoor Ed Coordinator, Primary and Secondary curriculum leaders	review time	More opportunities for students learning outside the classroom. Students' feedback on outdoor experiences.	
4	Ensure the Arabic curriculum in the Secondary School is modified to suit the range of students' needs, and to engage and motivate the students. Also, raise expectations in Post 16 Islamic Education by: improved planning, and teaching, smaller class sizes and better differentiated teaching groups.	add teachers and reduce class size by Aug 2016, review termly.	Advisory team and subject HODs	3 additional teachers	Arabic and Islamic Education students all (100%) make Good or Very Good progress. DSIB grade Arabic and IE lessons in Secondary as at least Good in all phases.	
5	Continue to develop cross curricular themes across the school (e.g. STEM day/Science Fair/ IB Group 4 project) plus ensure one event at KS3 per term.	plan for September 2016/ review May 2017	Cross curricular coordinators plus HODs and curriculum leaders	time to plan and running cost (i.e. STEM day)	KS2, KS3 and KS4/5 should have at least one event per term initially.	
6	Ensure the Arabic curriculum in the Secondary School is modified to suite a range of students' needs and ensure compliant at Post 16 by covering the content of the ministry book.	planning in place for June 2015/ review Dec 2016	Arabic HOD and teachers	planning and monitoring time, cost of any additional resources	Students are learning full Arabic curriculum and all are making progress with 50% above expected progress.	
7	Review the success of the musical free band programme in Year 6. Carry out students and parents satisfaction survey.	May 2016 and Dec 2016	HOD Music and CMA leader	survey time, cost of free programme to school	10% of Year 6 students carry on paid lessons into Year 7.	
8	Add Arabic and Islamic Education to EYs curriculum from August 2006.	by Aug 2016, review termly	DH and Head of Primary and EYs Leader	increase in staffing and additional resources suitable for EYs	Arabic and IE foundations are set for P1.	



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9	Implement a G & T project from Years 5 to 10 + IB1	In place for Dec 2016 VIP presentations May 2017	NU and Year Leaders	Cost to support students research projects.	Students demonstrate strong research and presentation skills at VIP showcase. G * & T students are academically challenged .
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6 *To develop consistent practice and a programme of guidance, care and support for all students.*

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Improve SEN and ELL support by ensuring IEP targets are smarter and clearly understood by all teachers.	Nov 2016/ review May 2017	SENCO and Primary Coordinator	meeting time with teachers and teacher training	Teachers offer the correct support and this has an impact on student progress for SEN students. 75% of SEN students progress above expected levels.	
2	Involve more parents in the process of writing and reviewing SEN IEPs in the Secondary School.	Oct 2016/ review Jan 2017	SENCO and Primary Coordinator	meeting time with parents, specialist cost for parents	50% of parents have been involved in Term 1. 100% of parents have been involved in Term 3.	
3	Monitor and measure the progress of SEN students at least half termly.	Twice each term from Sep 2016 to June 2017	SENCO and Primary SEN Coordinator	time for monitoring	Monitoring data is available for all SEN students - 6 sets of monitoring information for all SEN students. 75% of SEN students progress above expected levels.	
4	Record students' contributions and achievements electronically in the DIS Assessment Database.	Re-train staff in September 2015	JSS and HOY/ Year leaders & VM	time for training and teacher time to record information	40 % of students have comments in Term 1. 60% of students have comments in Term 2. 80% of students have comments in Term 3.	
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 September annually during Inset week	LC and NL	inset time	Students are supported appropriately.	was done during the Inset week in August/ on-going each year
7	Further improve the new house system with new point scoring structure that covers four areas of contribution to school.	planning in place for Sept 2016/ review termly	Secondary Assistant Principle and HOY	automated programme required	All students are engaged in many areas of school life and feel a sense of belonging to their school House.	in place and very successful
10	Continue to use more outside specialists to identify and support SEN needs.	continuous process	SENCO	specialist fees paid by parents	Students' needs are identified accurately and the correct level of support offered (CAMAL Clinic).	Links are established to professional advice at the CAMAL Clinic. Parents are referred to this clinic for student's assessments.

7 **Develop leadership capacity, CPD provision and the capacity to improve.**

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Train teachers in a triad approach to joint planning, observing and feeding back on each others lessons.	By Dec 2016 Term 1 review June 2017 Term 3	HOS and CPD manager	time for training	Students make more progress (over 75% above expected) in well planned lessons and delivered lessons due to staff sharing good practice with each other.	
2	Increase the amount of middle management training to ensure consistency in understanding of developemnt planning, M & E and using assessment data. Use REP Database for all planning.	Start Feb 2016 and ensure CPD opportunities termly	CPD Manager and SLT	training cost and training time	Teachers are highly trained which impacts positively on pupils' learning. There is consistency in the effectiveness of middle managers. All of them use assessment data well and monitor departmet performance; all planning is effective.	
3	Refresh Phase 1 & 2 of the 6 domains training for all teachers. Repeat training in Arabic for Arabic teachers and TAs.	Start March 2016/ on-going all year	CPD Manager and SLT	training time and cost of resources	Students are taught by teachers who skillfully differentiate learning, employ skillful questioning techniques and give students opportunities for independent learning.	
4	Continue to expand the use of the Staff Database to provide a seven point appraisal e-portfolio.	by June 2016/ review June 2017	JSS and all SLT	design time and recording time	All teachers (100%) have a CPD / Appraisal e-portfolio at the end of the academic year.	
5	Provide more training for teaching assistants to enhance their effectiveness in the classroom. Focus on TAs helping students to become more independent learners.	Training in Aug 2016 and Term 1 and Term 2	CPD manager and outside providers.	cost of ouside providers and time for Inset training	Students learn independently and are assisted by TAs. TAs are better trained.	
6	Ensure all teachers and admin staff are trained on child protection policy each year. Ensure they also receive more CPD opportunities.	Inset week in August 2016	LC, NL and SLT	inset session in place	All students have appropriate care due to well trained staff. 50% of admin and support staff attend training each year.	
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	CPD Manager and E - learning Coordinator	training time, cost of Ipads for new teachers	Students and teachers are highly and frequently trained.	Term 1 was very successful with large participation rates.

8 *Develop monitoring and evaluation and planning procedures in school.*

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Review and improve the consistency of the use of the M & E- Strategy across both schools. Ensure middle leaders take the lead in monitoring and evaluation.	training in Term 3 2016/ review half termly in 2016-17	SLT and Middle Leaders	training and guidance time	All HOD have a M & E evidence file with all sections evidenced by the end of Term 2.	
2	All departments produce a M & E evidence file.	items added to file all year	SLT and HODs	time to M & E	Files are in place for all leadership areas, with 2 MAE1 forms per term and one aspect reviewed per term.	
3	All teachers are observed of a minimum 3 times per year: one formal appraisal and two learning walks.	start sep 2016 and monitor termly through Staff Database	All SLT and HODs	lesson observation time	The database evidences a minimum of 3 classroom visits per teacher each year.	
4	SEN leaders review SEN students' progress half termly.	start in March 2016/ review termly	SEN team	review time and meeting time with parents	75% of SEN student make more than expected progress. All SEN students have six reviews per year.	
5	All subjects at IGCSE and IB will carry out course reviews.	start in June 2016/ repeat in May 2017	HODs & Deputy Head Curriculum Secondary	time in lessons for subject reviews	Students have the opportunity to review T&L and courses. Review evidence is available for all subjects.	
6	Introduce student feedback of teachers for September 2016.	prepare 2016 for end of year reviews in Term 3 2017	Secondary HODs and Phase Leader Years 5/6	review materials to design and time for reviews	Students' feedback is considered for planning. Evidence file of students' feedback is available.	

9 **Improve communication and working with the school community.**

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Complete Students, Parents and Teachers surveys annually and adapt to question school priorities.	by end of May 2017	JSS	Survey Monkey	Students, parents and teachers have opportunities to express their views. School demonstrates how findings are actioned in school planning.	
2	Ensure a Board member attends the Director's Parent Meetings to give parents access to the Board regularly. A Board member will meet students termly.	on-going	Board member	time	Parents meet Board member regularly - at least 3 times per year.	
3	Further develop Alumni links by holding more regular functions and monitor traffic on Alumni Facebook page.	by June 2016, Dec 2016 and June 2017	Marketing Manager	time and social function cost	There is intercation between past and present students.	
4	Improve the information to parents on IGCSE and IB courses and the new DIS Assessment Scale. Hold meetings with parents to explain these areas.	meetings each term when necessary	SLT	meeting time and information booklet cost	Parents are more informed about student's progress and help students make more informed subject choice decisions.	
5	Improve commuincation via the VLE by: more staff use more training for teachers, students and parents slim down the number of functions used on the VLE.	by April 2016/ review Sep 2016 and termly	E-Learning Coordinator and all staff	time to train and meeting time with parents	Students, teachers and parents' use of the VLE increases and improves 3 way communication. 95% of teachers use VLE, 100% of students use VLE and 60% of parents use VLE.	
6	Change the constituency of the school Board by including two parent representatives.	by Oct 2016	Director to find parents	None	A more representative school Board.	

10 **Managing resources including staffing.**

	<b>Actions needed to achieve priorities</b>	<b>By When</b>	<b>Individual/Team Responsible</b>	<b>Resources required</b>	<b>Student focused success criteria -Impact on Learning</b>	<b>Self Evaluation (ODD) Ob-Observing, Dis-Discussion, Doc-Documentation</b>
1	Create a staffing plan as student population increases from 1600 to 2000 students over 3 years.	by May 2015, review June 2016	JSS	time	Students number increase is properly planned for, with no detrimental impact on students. Plan is created.	
2	Plan for Phase 3 build. New Early Years building, new Secondary School building, new gym, pool and clinic space.	Interior design plans for classrooms by Sep 2016 and Dec 2016.	Board, JSS and users	70 Million AED	Improved facilities for students and teachers. Plan is created.	
3	Plan for restructured and extended car parking spaces and better traffic flow.	plan April 2016	JSS and AFG engineers	unknown cost	Better traffic flow and more parking spaces for parents; safer traffic for students.	
4	Wish List - build a Sport Pavillion on the field with toilets and showers. Create a central whole school staff room.	proposal to Board by October 2016	JSS with staff suggestions	unknown cost	Changing and washing facilities in vicinity of playing fields. Fresh drinking water supply for students on the field.	
5	Implement Phase 2 of the cost; centre financial resourcing plan to give financial accountability to school managers.	on-going	Prince/Arnel, Business Manager and JSS	in-house development cost in time	Improved financial control across the school.	
6	Introduce the GPS bus system. Introduce ID cards for buses and school attendance. Introduce ID cards for cashless payment in the cafeteria.	By Sept 2016	Business Manager , ICT Manager	Cost plan	Students are safely tracked on the buses. Students and parents have a secure cashless pay system.	

