



Al Jazeera Academy - Secondary School Improvement Plan – 2017-18

Target - Securely 'Good' by July 2018 in line with Ta'allum, WASC, QNSA and Ofsted criteria

Key Performance Areas

	Standard 1– Pupil Achievement
	Standard 2: Quality of Teaching
	Standard 3: Behaviour, Safety and Care for Learners
	Standard 4: Quality of Leadership and Management
	Standard 5: Parental and Community Partnership

We are committed to providing high quality education to raise a generation of continuous learners who are dedicated to the community and have high moral Islamic values and strong leadership skills'. (AJA's Mission)

'An excellent internationally recognised education with Islamic identity' (AJA's Vision)

Creative learners today, future leaders tomorrow (AJA's Motto)

Academic Leaders with Islamic values (AJA's Student Outcomes)

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1. Introduction

Al Jazeera Academy (Secondary School) has become more settled and stable having previously experienced degrees of upheaval. Prior personnel changes in Senior Leadership led to repeated changes of policy producing uncertainty and a lack of consistency for pupils, staff and parents. This Improvement Plan is intended to build on last year's improvement, consolidating more consistent processes introduced to drive our progress in all key Performance Indicators. In 2015-16 the school received the important Qatar National Schools Accreditation (3 years) along with recommendation for 'Candidacy' after an official visit to progress to the

Western Association of Schools and Colleges accreditation (WASC.) Success in these accreditation processes will further strengthen the Academy's brand. AS exam results 2017-18 continue on a rising trend (Thanawia 2014 38%, 2015 68%, 2016 84% 2017 91%) and IGCSE results also maintained improvement though not consistently in all subject areas. With strengthened staffing and increased pupil recruitment we can approach 2017-18 with confidence. Coordinated and effective support across the Ta'allum schools has also increased. There remain challenges in improving some pupils' behaviour and attitude to work.

All staff have shared responsibility for the implementation of this plan, with leaders at every level held to account for the areas which fall under their remit. This latest 2017-18 plan is intended to move us to 'Good' in all areas according to Ofsted criteria by July 2018.

2. Context

Al Jazeera Academy is a private fee paying school and part of a chain of 3 all through (KG to Secondary) schools owned by Ta'allum Group. There are plans to expand the Ta'allum educational portfolio in the coming years including a state of the art new build site in Doha. In Qatar generally, the current Emir has set an exciting forward thinking 'Education 2030' future vision for the nation based on investment in education to sustain Qatar into the future. This is beyond the time when oil and gas reserves and there will need to be reliance on a 'knowledge economy.' At present this is developing but there remain areas of inconsistency.

General Background

- Set in the developing Industrial Area of Doha, the school campus is presently surrounded by major construction and road infrastructure projects which have day to day impact as a result of traffic congestion. (Access to the site is almost exclusively by car) The school buildings are well appointed but in need of some refurbishment, decoration and modernisation.
- Pupils follow a curriculum for a majority of the time based on the English National Curriculum with Upper School pupils taking iGCSE and AS qualifications. The ethos of the Academy and the curriculum is underpinned by positive Islamic values (promoted by the active Tarbeya group who have involvement.) Arabic, Islamic Studies and Qatar History are studied for up to one third of curriculum time. The significance of first language (Arabic for most pupils) on 2nd language learning is important to parents. First Language Arabic is an important and required credential for the future of our students as Qatari leaders.
- After Thanawia (graduation at the end of 12 years of education), a majority of students aspire to take up places at Qatar based universities or abroad, largely in the UK or USA, often via 'bridging' courses. A small proportion join the Armed Forces and Police. Students leave after AS level qualifications though there is a growing awareness nationally that many will be better served in the future by a 2 year 'A' Level qualification therefore opening the prospect of access to more prestigious university places after year 13, sometimes in more renowned placements.
- Girls and Boys are educated separately in the Secondary School. Understanding of cultural and religious sensitivity and norms are key prerequisites for all new staff.

- Al Jazeera has more progressive provision for supporting children with Special Educational Needs than many other Qatari schools. There are presently 12 'statemented' pupils throughout the Academy.
- A sizeable majority of pupils are native Qatari, with a relatively small number of 'expat' children whose parents work in the school or who have business in Qatar. The native children come mostly from wealthy family backgrounds benefitting from Qatar's economic advances driven by 'oil wealth.' Many parents have connections with the extended Royal Family, have posts in Government or international business links.
- This often privileged 'status' and the prospect of inherited wealth can have a bearing on some pupils' attitudes, motivation, sense of 'entitlement and also on family circumstances with parents often abroad and 'Nannies' sometimes prominent in caring duties. Some historical tribal family inter connections are strong and have a bearing at times in school where there are tensions.
- There is a strong cultural emphasis on courtesy and traditional values. Cultural sensitivity is an important factor but there appear to be some contradictions as Qatar's central and global influence grows. Pupils experience both conservative values and simultaneously more liberal global mores when they travel. Girls, in particular, can appear outgoing and assertive and yet simultaneously be expected to be protected, understated and modest. This can without awareness cause misunderstandings and confusion when trying to establish an agreed common ethos for the school.

Specific Issues

- Many pupils have private tutors. Independent learning is not well developed. Many pupils tend to do well in objective, 'concrete' defined areas of the curriculum but less well in abstract, creative areas where more lateral thinking is needed.
- Most pupils have Arabic as a first language but speak English well, having been schooled in and spoken it in the home from an early age. A small number of Qatari students have not been fully immersed in their native language (eg because they have lived abroad) and this can clash with the MoE's policy of insisting on First Language learning. There remain challenges with literacy which impact on access to the curriculum and examination outcomes.
- Administrative bureaucracy can at times be overbearing both within the school itself and in the wider national context for areas such as Residents' permits for international staff. Some aspects of administration are progressing positively, particularly in Human Resources. Processes for the recruitment of teaching staff are sometimes challenging and retention of staff has been an issue.
- A culture of 'Testing' is prevalent but has until now not been based on measures of 'progress' resulting sometimes in misleading and unhelpful interpretations of Achievement through analysis of raw non contextualised data. Pupils tend to be well motivated to prepare for tests.
- There has previously been a very high staff turnover including in leadership, which has led to instability, frequently changing policies and a transitory short term approach to planning. This means that basic policies have not been fully embedded. At worst there has been the perception of a draconian, top down 'hire and fire' culture which has inhibited staff initiative and teamwork. The establishment of a more transparent, 'open door' culture is underway but time will be needed to consolidate this approach. In Secondary. 3 out of 4 Secondary Leadership positions changed during 2013-14, 2 further changes of Deputy Headteacher took place in 2014/15 and 2 during 2015/16. There have also been 4 changes of Principal within 3 years.

- The legacy of instability from the past has meant that some pupils and parents have had a negative view of the academy and are suspicious about policy developments. Some Upper School pupils have had negative educational experiences during their time in the Academy which has affected their commitment and behaviour. Students and Parents acknowledge improvement but this view needs to be consolidated.
- Pupil admissions are partly based on academic expectations. There is a waiting list for some year groups. However there is a proportion of pupils who progress up through the school without prerequisite qualifications and who would not normally be admitted to, for instance, AS level courses. With 11 years of attendance at the Academy, it can be difficult not to admit them to the final year of schooling.
- The principles of 'Wasta' ('Connection') can affect some staff reactions. It has not been uncommon for a minority of pupils and parents to attempt to invoke their connections in high places to challenge decisions or sanctions with which they disagree. This is changing with greater confidence in the school and support for
- There is a patriarchal hierarchy in Qatar. Pupils respond well when, as part of the celebration of individual pupils' 'Achievement' awards, fathers are contacted.
- The academy is subject to the jurisdiction of the Ministry of Education (formerly SEC) with expectations for a number of school functions, for instance the annual 'censorship' of textbooks to ensure compliance with cultural expectation or judgements on which subjects and qualifications can be counted as viable qualifications.
- The teaching staff are recruited mainly from the UK, with other staff from South Africa and other nations for the British curriculum and also from Egypt, Jordan and other Middle Eastern nations for Arabic. This can make consistency in communication challenging. There are a number of longer serving staff who provide good continuity.
- Parent liaison has great potential to support improvement, is strong in a few cases but is presently underdeveloped.

3. Strategic Direction 2017-18/ Vision and Mission

The academy's strategic direction will be reviewed and detailed during staff, parent and pupil conferences referred to in the detail of this plan. For the purpose of this first draft of the 2017-18 plan, the contributions will feature in our eventual strategy.

The academy's strategic direction will include the following areas: Vision, Mission, Core Values, Principles, Aims and Objectives and will drive all aspects of the work of the academy over the next 2 years. All departments across the academy will be expected to know and demonstrate how their work will contribute to the overall strategic direction.

Our Mission

'We are committed to providing high quality education to raise a generation of continuous learners who are dedicated to the community and have high moral Islamic values and strong leadership skills.'

Our Vision

'An excellent, internationally recognised education with Islamic identity.'

AJA's Motto

'Creative learners today, future leaders tomorrow.'

AJA Student Outcomes

Academic Achievement and Leadership with Islamic values are the characteristic hallmarks of our students. At Al Jazeera Academy we believe that in order to ensure all our students to achieve at the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguishes our students from others.

AJA students are **Academic**

- They are lifelong learners
- They are creative thinkers
- They are bilingual
- They are confident
- They are innovative
- They are independent

AJA students are **Leaders**

- They have strength of character
- They are organised
- They are confident
- They are responsible

- They are future leaders

AJA students practice and exemplify **Islamic values**

- They adhere to the Five Pillars of Islam
- They have good morals
- They are polite
- They are considerate

4. Support by Ta'allum Officers for this 2017-18 plan

To support the key performance indicators and priorities in this plan, Ta'allum Officers will:

- Challenge, hold to account and support the Senior Leadership of Al Jazeera Academy through regular meetings between the Chief Education Officer, Director of Education, Head of Secondary and Principal.
- Monitor all aspects of the Academy Improvement Plan through the same process as outlined above.
- Support the provision of a programme of training, development and support for the Academy through allocation of funding and occasionally the deployment of lead practitioners to accelerate raising standards and improvements in the quality of teaching.
- Provide support to the academy in developing closer partnership work with the Ministry and in establishing collaboration with the other Ta'allum schools.
- Provide support and advice as necessary on finance and human resources, particularly recruitment of staff at all levels.
- Provide support and guidance to ensure the Academy is responsible for the implementation of the plan and for holding all leaders and managers to account for leading their identified areas and for contributing to driving improvement.

The effectiveness of the actions will be judged in relation to the Academy's rate of improvement against the targets set out for each key issue. The plan will be monitored in the following way:

- Weekly meetings by the Principal with members of the Secondary Senior Leadership Team (SLT)
- SLT weekly meeting with Heads of Department and Achievement Leaders who they line manage.

- Principal’s monthly progress reports to Ta’allum with members of the SLT/ Middle Leaders having responsibility for each section of the plan.
- Review and update the academy’s self-evaluation document each semester.
- Regular face to face meetings between the Chief Education Officer or Director of Education and the Principal with Head of Secondary.
- Principal and Secondary SLT held to account for progress through Ta’allum meetings regarding Assessment and other significant issues.
- Progress data uploaded to a secure Secondary Academy site for scrutiny.

4a. Student outcomes: Targets and results, showing trend, for period 2014- 2017 with (Provisional - To be Confirmed with Heads of Department)

YEAR 11 iGCSE	2015		2016		2017		2018	
	Actual		Actual		Actual		Target	
	A*-F	A*-C	A*-F	A*-C	A*-F	A*-C	A*-F	A*-C
5+A* - F and A* - C iGCSE (any subject)	85.9%	46%	84.3%	40%	%	%		
% of Students Achieving 5A*-F/ A*-C								
% Pass rate – all subjects combined								
% English 1 st Language	95.8%	45%	98%	59%	100%	77%		
% English 2 nd Language	95 %	52%	84%	44%	70%	39%		
% Maths	97%	77%	100%	79%	100%	85%		
% Biology	69.4 %	36 %	61%	34%	61%	29%		
% Chemistry	90%	65 %	71%	48%	71%	47%		
% Physics	79%	42%	66%	36%	90%	50%		

% History	80%	30%	100%	40%	100%	71%		
% Art	100%	45%	95%	27%	100%	50%		
% Geography	100%	45%	88%	7%	88%	63%		
% Leisure and Tourism Single			82%	26%	100%	50%		
% Health and Social Care			78%	0%	100%	50%		
%Global Citizenship	100%	100%	75%	25%	100%	50%		
% Religious Studies - Islamic			100%	50%	100%	70%		
% Religious Studies (Islamiyat)	100%	75%			100%	70%		
% Business	65 %	25%	74%	36%	78%	56%		
% ICT	87%	58%	86%	43%	97%	58%		
% Arabic 1st Lang	100%	93%	78%	34%	79%	29%		
%Arabic 2nd Language	100%	100%	91%	85%	100%	95%		
Year 12 AS	2015 Actual		2016 Actual		2017 Actual		2018 Targets	
	A-E	A-C	A-E	A-C	A-E	A-C	A-E	A-C
% of grades at AS – all subjects	%	%	%	%	%	%		
English	58 %	21%	67%	13%	80%	20%		
Maths	43%	36%	93%	54%	83%	50%		

Biology	43%	0 %	73%	53%	40%	20%		
Physics	80%	40%	63%	25%	25%	0%		
Chemistry			83%	58%	50%	40%		
Int Business	3%	0 %	100%	60%				
Business GCE			90%	60%	55%	27%		
Applied ICT	81%	38%	100%	100%	100%	78%		
Psychology			50%	50%	60%	20%		
Art	30%	0%	67%	0%	100%	88%		
General Paper					70%	15%		
World Development (now Global Perspectives)	54%	0%	83%	17%	100%	20%		
Travel and Tourism	55%	8%	86%	34%	100%	58%		
Arabic	86%	64 %	95%	90%	95%	90%		
KEY MEASURE								
% Y12 Achieving Thanawia	68%		84%		91%		93%	

4b Success Measures for Teaching and Pupil Attendance

	November 2017	January 2018	March 2018	May 2018	September 2018
Quality of Teaching (This relates to typical, daily teaching and not specially planned lesson observations)	40% of teaching to be at least consistently good and less than 10% inadequate	40% to be at least consistently good and less than 10% inadequate	45% of teaching to be at least consistently good and no inadequate teaching	At least 50% of teaching to be at least consistently good and none to be inadequate	At least 60% of teaching to be at least consistently good and none to be inadequate
Pupil Attendance	85%	86%	86%	88%	90%

4c. Key Personnel and Responsibilities

Name	Position	Responsibilities
Mr Ahmed Al Mannai	Director of Education, Ta'allum	Vision and Mission of all aspects of Ta'allum Group education policy and strategic development of the group.
Dr Mohammad Saefan	Chief Education Officer, Ta'allum	Educational and Curriculum Leadership. Setting Ta'allum direction in all key aspects of Academic curriculum and progress including Assessment Accountability, challenge and support for all aspects of the plan
Sheldon Smith	Principal	AJA Vision and Mission, Finance, Premises, Accountability. Holding Secondary School Leadership Team to account. Leadership of Safeguarding. Accreditation Leadership and Overview
Peter Kubicki	Head of Secondary School	Leadership and Management of all aspects of Secondary school performance and overall effectiveness. Accountability for all key aspects of the performance of staff and pupils.
Samira Rokadia	Deputy Headteacher (Academic)	Curriculum and Academic Leadership – (Standards of Achievement and Quality of Teaching) CPD Overview.
Marcus Hamlin	Deputy Headteacher (Pastoral)	Pupil Behaviour Management, Leadership of Pastoral Developments. Student Development. Safety. Attendance.

Maths – Safwan Mitha English – Hind Heuze Science – Margaret Coker Humanities – Richard Busby Business/IT – Rizwan Ughradar Arabic – Gamal Shawky Islamic – Khalid Al Aqoul Physical Education – Sean Dennis	Heads of Department	Leadership of all aspects of Subject Department, full contributions to and support for Standards of Achievement, Quality of Teaching. And KPI 3 Pastoral - Student Development. Key Middle Leadership responsibilities – standards within their department and implementation of all agreed school policies. Contribution to whole school agenda.
Girls Y7/8 Leanne Butler Girls Y9/10 Elizabeth Sikora Girls Y11/12 Renee Lucas Boys Y7/8 Towseef Ahmad Boys 9/10 Leon Collins Boys 11/12 Talha Taha	Achievement Leaders and Assistant Deputy Head	Implementing all Pastoral Student Developments (linking Pastoral support and Academic progress overview) at the direction of the Deputy Head (Pastoral)
Sara Bazian	Administration Manager	Administrative and Facilities Oversight
Rizwana Surve	Assessment Coordinator	SIMs and Assessment oversight/support and Timetable Construction.

Monitoring and Evaluation of the Improvement Plan

Priorities in this plan

Academy Secondary Leadership Team Meetings:

1. Training and development of staff will be a feature of Leadership team meetings every six weeks. Training takes place between meetings and during meetings to ensure that challenge and accountability are central to the process and function of monitoring.
2. Key documents on performance will be held centrally in an accessible form on a secure Secondary Academy SLT site and displayed as appropriate on the Staff room noticeboards.
3. The agenda of Secondary Leadership team meetings and the minutes will be consistent with the outline of this plan.

4. Impact should be judged at each meeting for each KPI against the Academy Improvement Plan, which includes Rapid Improvement priorities.

Accountability

Each member of the Senior Leadership Team has at least one Key Performance Indicator (KPI) for which he/she takes responsibility in the monitoring process. These Key Indicators of Performance (KPI 1 -5) mirror SLT roles and leadership responsibilities. They are also reflected in the Academy Improvement Plan and in the agenda for the Management Board meetings.

5a. Secondary School Self-Evaluation Summary

Standards	Self Evaluation Grade July 2017	Target Grade by July 2018
1 Pupil Achievement	Grade 3 - Requires improvement	Good
2 Quality of Teaching	Grade 3 – Requires Improvement	Good
3 Development and Care for Learners	Grade 3 – Requires Improvement	Good
4 Leadership and Management	Grade 3 – Requires Improvement	Good

5 Partnership with Parents and the Wider Community:	Grade 3 – Requires Improvement	Good
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5b. Summary of Priorities for 2017-18

Key Performance Area 1 Pupil Achievement	Key Performance Area 2 Quality of Teaching	Key Performance Area 3: Behaviour, Safety and Care for Learners	Key Performance Area 4 Leadership and Management	Key Performance Area 5: Partnership with Parents and Wider Community
<ol style="list-style-type: none"> Further refine and increase the effectiveness of the pupil tracking system in order to establish a clear, accurate and continuous view of student progress. Refine and develop effective positive planned intervention strategies with identified groups of pupils across all years who are under-achieving. Provide positive feedback for those students meeting and exceeding expectations Specifically analyse and 	<ol style="list-style-type: none"> To develop clear consistent basic expectations of teachers for all lessons. Ensure that ‘every lesson counts’ through good planning, teaching and marking Develop our CPD programme of staff support to improve the quality of teaching and outcomes for all learners. Consistent sharing of best practice. To implement the revised Ta’allum 2017-18 Assessment Policy to improve the quality and quantity of pupils’ work and to ensure that they know how, and are skilled up, to 	<ol style="list-style-type: none"> Fully implement the new Ta’allum 2017-18 Behaviour model (based on positive reinforcement with no pupils ‘getting away with it.’ Follow up more rigorously on attendance (including punctuality/‘out of class’) plan for all pupils at risk of falling below levels of acceptable attendance Develop the Pastoral System including the introduction of the House System, Assemblies/ Prayer Time Structure, Improved Safeguarding Arrangements and Promote and develop stronger integration of Tarbeya into all 	<ol style="list-style-type: none"> Reinforce our Professionalism. Ensure Leaders and staff are held to account in carrying out their responsibilities. Increase support and ‘presence’ of all leaders across the school. Systematically develop our WASC Self Study Report for submission in 2018-19. Continue to prepare for the next QNSA assessment (also during 2018-19.) Review approaches to staffing recruitment/ retention and recognition. 	<ol style="list-style-type: none"> Develop more immediate, effective and comprehensive parental contacts and a thorough communication/ engagement strategy and partnership with parents. Clearly explain and share the new Behaviour Model and Assessment Policies with parents. Increase the range of Opportunities for Students to Engage in Positive, Extra – Curricular Activities in

<p>address all issues in subjects currently underperforming.</p> <p>4. Establish clarity regarding university entrance requirements so that a higher proportion of students are successful in attaining their placement.</p> <p>5. Establish effective transition arrangements for AJA Primary to Secondary School with collaborative initiatives for Year 6 to boost Literacy, Numeracy and Science capability prior to transition and enhance shared ‘cross phase’ understanding of staff.</p> <p>6. Accelerate Pupil Achievement by developing a more coherent Secondary school approach to Literacy and EAL across subjects.</p>	<p>improve.</p> <p>3 Focus on building independent learning and improving learner engagement. (with specific focus on developing the transformational potential of the Microsoft project.)</p>	<p>aspects of school life so that such positive Islamic values underpin all aspects of school life.</p> <p>5. Introduce a system of agreed characteristics of positive ‘Behaviour for Learning’ including the values (Islamic and Leadership) specified in our Vision and Mission statement.</p>	<p>4. Review the Academy’s (Secondary) strategic direction for the next 2 years and further establish the clarity and primacy of our Vision and Mission.</p> <p>5. Enhance the impact of our cycle of quality assurance. Focus more closely on teaching improvements.</p> <p>6. Review and update the AJA curriculum aligned to the school and Ta’allum priorities and in line with British curriculum changes affecting Examination Boards.</p> <p>7. Ensure effectiveness and consistency of communication across Arabic speaking and English speaking staff.</p>	<p>the Academy and Beyond.</p> <p>4. Introduce a Work Experience programme and and increased range of links with Business organisations, Universities and the community.</p>
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Standard 1 -Pupil Achievement Current SEF judgement: Requires Improvement

	<p>Key Indicator of Performance 1:- Pupil Achievement</p> <ol style="list-style-type: none"> 1. Further refine and increase the effectiveness of the pupil tracking system in order to establish a clear, accurate and continuous view of student progress. 2. Refine and develop effective positive planned intervention strategies with identified groups of pupils across all years who are under-achieving. Provide positive feedback for students meeting and exceeding expectations 3. Specifically analyse and address all issues in subjects currently underperforming. 4. Establish clarity regarding university entrance requirements so that a higher proportion of students are successful with their placement 5. Establish effective transition arrangements for AJA Primary to Secondary School with collaborative initiatives for Year 6 to boost Literacy, Numeracy and Science capability prior to transition and enhance shared ‘cross phase’ understanding of staff. 6. Accelerate Pupil Achievement by developing a more coherent Secondary school approach to Literacy and EAL across subjects.
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1.1 Further refine and increase the effectiveness of the pupil tracking system in order to establish a clear, accurate and continuous view of student progress.

Purpose: Formalise a data system to ensure that all groups of pupils make progress from their individual starting points to achieve or exceed their target grades (ultimately in line with the requirements of Thanawia and University Entrance).

	Action Point 1.1	Responsibility	Milestones	Resources	Monitoring by and Means to Report	Desired Impact	Notes and Evaluation of Impact
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1.1a Clarify the academic year arrangements for an effective, consistent Pupil Data Tracking System , clearly understood and actively used by staff, pupils and parents	Deputy Head Academic Samira Rokadia	Sept 2017	Dep Head Academic time and assistance by the Assessment Coordinator	Head of School Peter Kubicki	Pupil Tracking a regular and systematic process – including use of Mid and End of Semester 1 and 2 results. Parents, staff and pupils fully aware of the expectations and implications of the results for retention/ resits.	.
1.1b Agree and clarify the status and eligibility of all external student exam qualifications with the Ministry. Create a framework of comparative analysis with data for other similar schools.	Deputy Head Academic Samira Rokadia	Sept 2017	DH (Academic) time	Head of School Peter Kubicki	Productive and active links with the Ministry to ensure that there is a solid understanding of current policy development and improved access to information to set achievement in context particularly for Qatari students..	BTEC Travel and Tourism application for Y12 students.
1.1c Set and share end of year targets for each pupil per year - KS2-5 with regular monitoring of progress.	Deputy Head Academic Samira Rokadia	By Oct 2017	DH (Academic) time and assistance by the Assessment Coordinator Rizwana Surve	Head of School Peter Kubicki	Target setting established as an ongoing reference point in monitoring and intervention. All staff held to account for supporting pupils to achieve expected levels.	Consistent with the demands of the new Ta'allum Assessment policy
1.1d Create a school wide systematic framework of diagnostic ongoing data for the purposes of target setting. Decide which available baseline data can be utilised at the key transition points (Primary - Secondary transition data, GL Assessment, Reading Ages,	Deputy Head Academic Samira Rokadia	Oct 2017	DH (Academic) time. Reprographic costs Costs for	Head of School Peter Kubicki	A systematic, consistent and intelligent approach to evaluating our student outcomes based on thorough and valid evidence.	Establish the system on SIMS to ensure transparency and simplicity.

CEM 'Insight' English, Maths and Science in Year 9. 'SIMS Gateway,' (alternatives?)			additional tests by agreement			
1.1e Develop greater knowledge, understanding and consistency in implementing the detail of the new 2017 Ta'allum Assessment Policy to support pupil progress tracking	Deputy Head Academic Samira Rokadia	Nov 2017	DH (Academic) time working with all Heads of Department.	Head of School Peter Kubicki	Assessment Policy detail clear to all staff through training.	
1.1f Ensure all staff more effectively utilise assessment information to inform their teaching and view of student performance.	Deputy Head Academic Samira Rokadia	Sept 2017	Meeting time with Ta'allum Officers DH Academic time.	Head of School Peter Kubicki	All staff have coordinated access to consistent assessment information and use it in their day to day practice.	New Ta'allum Assessment Policy the basis.

1.2 Refine and develop effective positive planned intervention strategies with identified groups of pupils across all years who are under-achieving. Provide positive feedback for students meeting and exceeding expectations

Purpose: Develop proactive measures to enhance pupil achievement, tackle underachievement and create a culture of academic success.

	Action Point 1.2	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	1.2a Formalise a representative ' Raising Achievement Group ' of staff with a structured regular agenda to review the progress of all students and develop further strategies as required.	Deputy Head Academic Samira Rokadia	Sept 2017	Regular meeting time	Head of School Peter Kubicki	Review success of intervention programmes to date. Introduction of effective tiered interventions with increasing level of concern and response. Create an intervention	

					mapping document to coordinate actions in place with specific links to the SEN and Pastoral teams.	
1.2b Identify and support subjects where there has been underachievement to raise attainment by sharing best practice from high achieving subjects	Deputy Head Academic Samira Rokadia (with Heads of Department)	Oct 2017	4 times 1:1 meeting with HoD and training time as identified	Head of School - Peter Kubicki	Open culture of sharing good practice the norm. Aim for no significant underachievement in any subject area.	Focus on Science with clearer understanding of how our students can succeed in subjects with a high degree of difficulty.
1.2c Within an established calendar of progress review and reporting, identify cohorts of pupils and individual pupils who are at risk of under achieving and intervene.	Deputy Head Academic Samira Rokadia	Ongoing	Meeting time at least 6 times a year after data collection	Head of School Peter Kubicki	Clear structure of who the students are and established system to intervene and ensure progress.	Across all year groups not only for those facing external exams
1.2d Identify key people in monitoring, tracking and interventions and clarify roles and responsibilities.	Head of School Peter Kubicki	Sept 2017	Time to allocate staff	Principal - Sheldon Smith	Roles and responsibilities clear.	
1.2e Review intervention programmes 2016/17. Establish what has worked, what needs to change. Introduce tiered interventions, with increasing level of concern and response.	Deputy Head Academic Samira Rokadia	Sept 2017	1 hour review meeting	Head of School Peter Kubicki	Further improvement to our intervention strategies 2016-17	
1.2f Ensure ‘Pupil Achievement’ is a standing item on agendas of all meetings in school with specific meetings to track progress both vertically (in departments) and horizontally (through Pastoral Teams)	Head of School Peter Kubicki	Ongoing	Review minutes	Principal - Sheldon Smith	Pupil Achievement has a high priority. Staff speak with authority and confidence about positive progress and intervention.	Clear communication of Achievement Leaders and Heads of Department working together.
1.2g Establish identified, recorded and	Deputy Head	Sept 2017	Time to	Head of School	Documented Individual	

measurable individual intervention plans for all pupils underperforming. (to include measureable achievements in Islamic Values and Leadership)	Academic Samira Rokadia		analyse intervention plans	Peter Kubicki	Education Plans are open to scrutiny and actioned.	
1.2h Assign mentors from the staff team to work with pupils at risk of underachieving. Identify further target groups of pupils from across the school.	Deputy Head Academic Samira Rokadia	Nov 2017	5 hours per student minimum time allocation	Head of School Peter Kubicki	Early identification of pupils and earlier intervention than previously.	Parents informed
1.2i Establish further improved arrangements to support Year 12 with university entrance	Deputy Head Academic Samira Rokadia with Gloria Penalfort, School Counsellor.	Oct 2017	To be reviewed	Head of School Peter Kubicki	More students taking up appropriate and challenging university placements.	

1.3 Specifically analyse and address all issues in subjects currently underperforming.

	Action Point 1.3	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	1.3a Carry out Ta'allum Exam Results analysis and comparison across subjects	Head of School Peter Kubicki with Achievement Leaders	Sept 2017	4 hours	Principal - Sheldon Smith	Clear awareness of areas and strategies for improvement	Ensure we use the analysis productively
	1.3b Analyse context and the reasons in some subjects for lower grade profiles .	Deputy Head Academic Samira Rokadia	Ongoing	Discussion time with Heads of Department	Head of School Peter Kubicki	Specific strategies commenced earlier to improve student outcomes.	Awareness
	1.3c Review and implement strategies for improvement .	Deputy Head Academic Samira Rokadia	Sept 2017	Preparation time with Heads of	Head of School Peter Kubicki	Improved student confidence and outcomes.	Focus on teaching styles eg Maximise the impact of the 'Exploring Science'

			Department			learning resources in Key Stage 3.
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1.4 Establish clarity regarding university entrance requirements so that a higher proportion of students are successful with their placement.

Purpose: Ensure that a higher proportion of students meet the minimum entry requirements for Thanawia and University Entrance, whether Qatar or international.

	Action Point 4	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Notes and Evaluation of Impact
	1.3a Continue specific Year 12 ‘Raising Achievement’ group with a structured regular agenda to review the progress of all students and develop further strategies as required.	Head of School Peter Kubicki with Achievement Leaders and school Counsellor	Sept 2017	30 mins per week review time	Principal - Sheldon Smith	All year 12 students achieve Thanawia.	Thorough support ensuring Y12 students are following courses where they can be successful.
	1.3b Regularly review subject combinations and current aspirations of all Y12 students to establish they meet minimum requirements for graduation and University entrance.	Deputy Head Academic Samira Rokadia in liaison with Gloria Penalfort, School Counsellor	Ongoing	Weekly Achievement Leaders meetings	Head of School Peter Kubicki	All Year 12 students following appropriate course combinations and aware of the implications of their choices for the future both at university and in Careers terms.	
	1.3c Redress any misunderstandings about course entry eg English (1 st Lang/ 2 nd Lang is a single qualification)	Deputy Head Academic Samira Rokadia With Sara Bazian	Sept 2017	Information clarified through regular Ministry liaison	Head of School Peter Kubicki	All students with the right level of qualification and with the range of subjects maximised.	
	1.3d Establish an enhanced	Talha Talafha and	Oct 2017	Time to liaise	Deputy Head	Ensure additional	

programme of support for Year 12 students through IELTS, Education Basket, Global Studies and through a supervised timetable of study skills to reduce inactivity during private study time	Renee Lucas Achievement Leaders Y11 and 12 with Gloria Penalfort, School Counsellor		in school and with outside agencies	Academic Samira Rokadia	courses/qualifications are established where needed to support university entrance. Reintroduce opportunities for Work Experience.	
1.3e Review and monitor student performance thoroughly with particular focus on ‘at risk’ students with follow up actions	Deputy Head Academic Samira Rokadia	Oct/Nov 2017	Weekly review through meetings structure	Head of School Peter Kubicki	Regular reviews at department and whole staff level.	Early recorded/signed parental involvement.
1.3f Ensure additional courses/qualifications are established where needed to support university entrance.	Gloria Penalfort, School Counsellor	Dec 2017	Time to review student achievement weekly	Head of School Peter Kubicki	Clarity with all processes through researching courses, writing applications, interviews and ‘insurance’ offers.	

1.5 Establish effective transition arrangements for AJA Primary to Secondary School with collaborative initiatives for Year 6 to boost Literacy, Numeracy and Science capability prior to transition and enhance shared ‘cross phase’ understanding of staff.

Purpose: To improve curriculum access with a more ‘seamless’ Year 6/7 transition to accelerate progress on entry.

Action Point 4	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
1.4a Identify two lead people (one from Primary and one from Secondary) to review scope for further Primary Liaison during this year and into the	Head of School Peter Kubicki	Dec -Feb 2017	Initial 2 hours meeting time. Follow	Principal - Sheldon Smith	Shared understanding of practice in Primary and Secondary.	

future. Develop collaborative projects in key areas of Literacy, Numeracy and Science.	Deputy Head Academic Samira Rokadia		up project time		Greatly increased awareness of Secondary staff of high quality teaching and provision in Primary to enhance pupils' initial Secondary experience.	
1.4b Develop improved depth, detail and use of data at the point of Y6/7 transition	Deputy Head Academic Samira Rokadia	Oct 2017	Meeting time	Head of School Peter Kubicki	No regression in progress of pupils at the Y6/7 transition point.	Critical to consolidate Y6 Microsoft success.
1.4c Set up opportunities for Secondary staff to observe best practice in Primary School, particularly focussing on established strengths (eg high quality Primary classroom display) and Literacy work (to avoid regression at the start of Year 7.)	Head of School Peter Kubicki	Ongoing	2 occasions – whole morning for key staff	Principal - Sheldon Smith	Awareness of high quality Primary provision as a lever for Secondary improvement.	
1.4e Host an ' ideas day ' for Primary and partner Secondary colleagues to develop the concept further and build on existing work	Head of School Peter Kubicki	Jan 2018	Training time allocated (PD Saturday)	Principal - Sheldon Smith	Shared cross phase understanding to build seamless transition.	
1.4f Establish specific Primary/ Secondary schools' trial collaborative projects .	Deputy Head Academic Samira Rokadia	Ongoing – May 2018	To be confirmed	Principal - Sheldon Smith	Wider range of Primary Secondary links. Offering Secondary specialist expertise to Primary.	
1,4g Review curriculum experiences for Primary pupils at the point of	Head of School Peter Kubicki	Sept 2017	3 hours for	Principal - Sheldon Smith	Pupil centred focus to all transition work.	

transition Y6/7.						
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1.6 Accelerate Pupil Achievement by developing a coherent Secondary school approach to Literacy across subjects.

Purpose: Strengthen access to learning in all subjects in order to increase understanding and accelerate progress

	Action Point 5	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	1.5a Establish a common understanding of our literacy priorities with clear, visible evidence through classroom displays of key language for each subject, common terms and ‘command’ words	Deputy Head Academic Samira Rokadia	Sept 2017	Time to research and observe best practice	Head of School Peter Kubicki	Literacy priorities visible in every department across the school through display.	Build on the EAL training for Middle Leaders as part of Induction Week
	1.5b Develop understanding that Literacy is the responsibility of all staff not just English	Head of School Peter Kubicki	Sept 2017	Reinforcement at meetings and briefings	Principal - Sheldon Smith	Literacy activity incorporated in every lesson	
	1.5c Establish a Literacy objective for every lesson and plan for key Literacy approaches to be embedded in every lesson eg extended writing	Deputy Head Academic Samira Rokadia	Oct 2017	1 hour training session and reinforcement through the year	Head of School Peter Kubicki	Literacy understood by all staff as a key component of improved pupil understanding.	
	1.5d Discuss and develop understanding through Primary /Secondary Liaison in Literacy at the point of transition.	Deputy Head Academic Samira Rokadia	Ongoing – May 2018	2 hour meeting discussion using current date	Head of School Peter Kubicki	Literacy at the heart of Primary Secondary Liaison	
	1.5e Link common Literacy principles to Arabic teaching expectations and emphasise the impact of 1st Language	Deputy Head Academic Samira Rokadia	Oct 2017	2 hour meeting with Head of Arabic	Head of School Peter Kubicki	A common and consistent approach to literacy across	

learning on learning in other subjects					the 2 main languages of communication in the school.	
1.5f Plan a Literacy tutor time programme including ‘ Drop Everything and Read ’ activity.	Deputy Head Academic Samira Rokadia	Oct 2017	2 hors discussion and arrangements confirmed with staff	Head of School Peter Kubicki	Promotion of a love of reading as a core component of learning.	Possibly a tutor time activity.
1.5g Organise activities and competitions to promote greater interest in reading , with particular emphasis on Boys’ reading	Head of English Hind Heuze	Ongoing	Time allocated according to need	Deputy Head Academic Samira Rokadia	Establishment of reading as enjoyable and a key component of learning.	
1.5h Improve the use of the Library with more efficient planned introduction and support.	Deputy Head Academic Samira Rokadia	Ongoing	Investment in books. (10000 QAR allocated)	Head of School Peter Kubicki	Greater pupil use of the library	
1.5j New segregated arrangements established for use of the library as a study and resource area.	Peter Kubicki with Mumtaz Moosa, Senior Librarian	Sept 217	Physical changes to the environment.	Principal - Sheldon Smith	Effective use of library as a study area. Improved behaviour.	

Standard 2 - To further improve the Quality of Teaching SEF judgement: **Grade 3 – Requires Improvement**

	Key Performance Indicator 2 : To further improve the Quality of Teaching
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- 1 To develop **clear consistent basic expectations of teachers for all lessons**. Ensure that ‘**every lesson counts**’ through good planning, teaching and marking.
- 2 To implement the revised **Ta'allum 2017-18 Assessment Policy** to improve the quality and quantity of pupils’ work and to ensure that they know how, and are skilled up, to improve.
- 3 To develop our CPD programme of staff support to **improve the quality of teaching** and outcomes for all learners. Consistent sharing of best practice.
- 4 Focus on building **independent learning and improving learner engagement**. (with specific focus on developing the transformational potential of the **Microsoft** project.)

2.1 To develop clear consistent basic expectations of teachers for all lessons. Ensure that ‘every lesson counts’ through good planning, teaching and marking

Purpose: Accelerate improvement in teaching quality in the Secondary Academy through high quality differentiated professional development. Ensure Teaching is consistently ‘Good’ over time. To eliminate all unsatisfactory teaching by March 2018. Improved marking strategies.

	Action Point 2.1a and b	Responsibility	Timescale / Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	2.1a Rank all current teachers in a ‘ 360’ view of their current performance which reflects ‘teaching over time.’ (This includes Performance Management, observations, drop ins, results analysis)	Deputy Head Academic Samira Rokadia	Sept 2017	Observation time 2 days for SLT (across subjects.) Half day per Head of Department		Establish a clear, positive baseline from which to judge teachers’ performance and build on current strengths. Fairness and clarity in how judgements are agreed. Early support intervention for staff where needed.	
	2.1b Agree aims of our teaching	Deputy Head	Sept 2017	2 hours	Head of School	Existing best practice	

improvement programme (Teacher Support Programme) Build on the context of existing improvement work and analyse progress to date.	Academic Samira Rokadia		review discussion at SLT	Peter Kubicki	is carried forward. Lessons learned to ensure a clearer, evaluated programme for the future.	
2.1c Identify cohorts of teachers: requiring improvement , at risk of slipping back or needing to move from good to outstanding. Agree and clarify method for baseline analysis (i.e. Teacher standards and Ofsted Guidance).	Deputy Head Academic Samira Rokadia	Ongoing – March 2017	Time/cover. Observation time 2 days for SLT (across subjects.) Half day per Head of Department	Head of School Peter Kubicki	Proportion of good and outstanding teaching increases.	
2.1d Identify component parts of a teaching improvement programme , i.e. menu of activities, opportunities to observe good practice, identified teaching mentors/coaching groups	Deputy Head Academic Samira Rokadia	Oct 2017	2 hours SLT discussion	Head of School Peter Kubicki	Well established 'Teacher Support Plan' with 6 week expectation of improvement. 'Buy in' and support from staff involved.	
2.1e Further develop a register of current good practice amongst staff to utilise expertise in improvement programmes including the designation of Lead Practitioners	Deputy Head Academic Samira Rokadia	Nov 2017	2 hours SLT discussion	Head of School Peter Kubicki	Recognise and appreciate our best practice and create a culture in which this is shared widely as a 'driver' for improvement.	
2.1f Revise and personalise a varied programme of Professional Development so that it is 'fit for purpose.' eg Include 'Article of the week' reading list and responses from	Deputy Head Academic Samira Rokadia	Sept 2017	3 hours planning time. 15,000 QR	Head of School Peter Kubicki	A well planned 'Professional Development' programme which takes account of	

staff.					individual staff needs. In particular, a programme for Leadership Development introduced.	
2.1g Meet with all teachers on programmes, agree menu of support and timeline for review of progress. Agree 6 week programmes , followed by more formal support at informal stage for next 6 weeks	Deputy Head Academic Samira Rokadia	Ongoing – March 2017	Time - 4 hours for Deputy Head Academic 20 minute meetings with individual staff	Head of School Peter Kubicki	Programmes explicitly clear. All staff fully involved and appreciative of teaching judgement made on their performance.	
2.1h Identify teaching mentors and support staff where required.	Deputy Head Academic Samira Rokadia	Oct 2017	Decisions based on early monitoring through Learning Walks. All staff seen 3 times in first month.	Head of School Peter Kubicki	A culture of shared support for all staff to succeed in improving their teaching practice whether from 'Good' to 'Outstanding' or 'Requires Improvement' to 'Good.' Peer coaching	
2.1i Explore the introduction of lesson monitoring video software for sharing and Professional Development purposes.	Head of School Peter Kubicki	March 2018	Research and Commercial costings for software established	Principal - Sheldon Smith	Increasing the use of technology to share good practice and encourage relective approaches of teachers.	
2.1j Set up a development forum to promote more thoughtful, forward	Head of School Peter Kubicki	Nov 2017	Consultancy time	Principal - Sheldon Smith	Access to resources and imaginative	

thinking and imaginative approaches to Teaching and Learning eg flipped learning.			allocated with new Ta'allum appointee		teaching ideas from within and more widely beyond the school.	
2.1k Create a library range of resources to support Teaching and Learning development.(eg Set up	Deputy Head Academic Samira Rokadia	Oct 2017	Allocate 10000 QAR to access suitable materials.	Head of School Peter Kubicki	Growth and improvement through research based awareness.	

Improved Marking						
2.1l Establish a set standard for the presentation of student work across the academy. No exceptions.	Deputy Head Academic Samira Rokadia	Sept 2017	1 hour – document produced and shared with staff.	Head of School Peter Kubicki	Improved presentation – higher standards and greater pride in books/folders which will be a 'Learning Log' and key element of revision for students in all internal and external exams.	
2.1m Make this explicit by displaying the procedure for setting out work on the inside page of the exercise book , front or back.	Deputy Head Academic Samira Rokadia	Sept 2017	Reward Stickers printed (approx. 1000 QR)	Head of School Peter Kubicki	Consistency and clarity in expectations to students and parents.	
2.1n Schedule a more structured,	Deputy Head	Sept 2017	2 hours – SLT	Head of School	Regular reviews of	

regular and systematic approach to the scrutiny of pupils’ work.	Academic Samira Rokadia		planning and discussion	Peter Kubicki	work which informs decisions on policy/standards and clearly identifies good practice.	
2.1o Confirm clear expectations for the frequency, level of detail, symbols and quality of marking so that it is constructive and supportive of pupils’ learning.	Deputy Head Academic Samira Rokadia	Sept 2017	Monthly Work Scrutiny activity. Learning walks to supplement judgements.	Head of School Peter Kubicki	Consistency of effective practice.	
2.1p Heads of Department and Senior Leaders hold teachers to account for quality and standard of work in pupils’ books	Deputy Head Academic Samira Rokadia	Sept 2017	Time for 1:1 Review	Head of School Peter Kubicki	No acceptance of low standards – unacceptable work challenged. Good work praised and highlighted.	

Expectations for teaching as the expected norm.						
2.1q Agree clear expectations for planning, teaching and marking across all subjects with the same principles of consistency applied in both English and Arabic medium lessons even where some cultural differences in staff training have been an issue.	Deputy Head Academic Samira Rokadia	Sept 2017	2 hours SLT discussion and cascade to staff in training.	Head of School Peter Kubicki	Established consistent good practice in all areas - Learning objectives, structured lesson plan, medium term plan, assessment data clearly used to inform planning for progress.	Use of differentiated training sessions.

2.1r Publish (to staff, parents and in classrooms) and follow the principles of the prepared AJA Expectations (ie what pupils should expect for every lesson.	Deputy Head Academic Samira Rokadia	Oct 2017	3 hours preparation	Head of School Peter Kubicki	Basic benchmark of expectations for every lesson clear	
2.1s All teachers to keep an up to date ‘Teaching and Learning’ progress file for every class with all agreed components and data.	Deputy Head Academic Samira Rokadia	Sept 2017	Ongoing	Head of School Peter Kubicki	Evidence base of consistent detailed planning and use of evidence to accelerate pupil achievement and promote good practice	
2.1t Apply the Qatar Teachers’ Standards as a baseline of expectation	Head of School Peter Kubicki	Sept 2017	Time - 15 hours Formal Ta’allum paperwork	Principal - Sheldon Smith	Clear transparent, non negotiable standards for all teachers.(especially when judging the quality of teaching.	Use of common lesson observation form (electronic)
2.1u Ensure more able pupils are identified and challenged in all subjects and lessons. Translate this work into exam success	Deputy Head Academic Samira Rokadia	Ongoing – May 2017	Time to review register of Gifted and Talented students.	Head of School Peter Kubicki	Able pupils achieve challenging targets.	Update the Gifted and Talented register.
2.1v Increase the role and responsibility of the Head of Department in monitoring the Quality of Teaching and make it a planned discussion item in every department and Line Management meeting.	Deputy Head Academic Samira Rokadia	Oct 2017	Cover for Heads of Department where necessary – 10 hours over the year.	Head of School Peter Kubicki	Stronger more distributed leadership and responsibility throughout the school. Heads of Department effectively the ‘Engine Room’ for development.	

2.1x Establish principles of differentiating learning to ensure student engagement at a challenging and appropriate level.	Deputy Head Academic Samira Rokadia	Oct 2017	2 hours training time for staff.	Head of School Peter Kubicki	Ensuring all students are challenged at the appropriate level	
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2.2 To implement the revised Ta'allum 2017-18 Assessment Policy

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	2.2a Establish understanding of the Assessment Policy through specific training.	Head of School Peter Kubicki with Achievement Leaders	Sept 2017	Time for training across the Academy	Principal - Sheldon Smith	Assessment Policy is clear and effective.	
	2.2b Ensure consistency and shared understanding of the Assessment Policy across administrative and academic staff.	Deputy Head Academic Samira Rokadia with Rizwana Surve	Ongoing	Discussion time	Head of School Peter Kubicki	Consistent and efficient recording and sharing of data	
	2.2c Communicate key areas of the Assessment Policy with parents .	Deputy Head Academic Samira Rokadia With Sara Bazian	Sept 2017	Parent meetings and information	Head of School Peter Kubicki	Parents appreciate the emphasis on progress.	Single page guide for parents created.

2.3 Focus on building independent learning and improving learner engagement. (with specific focus on developing the transformational potential of the Microsoft project.)

Purpose: To implement the Microsoft programme across the Academy. Activate and empower pupils to take greater responsibility for their own learning both in and out of lessons and to boost their chances of success. Ensure all pupils and their parents know what they will be learning, semester by semester and can talk with confidence about their learning journey in terms of progress that they are making and what they need to do to improve.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	2.3a Bring all members of staff,	Deputy Head	Oct 2017	Time and effort	Head of School	Proactive and	Publicise and

pupils and parents up to date with how we will measure progress, targets and make judgements in the future. Publish weekly learning outlines in each subject for each semester, leading to a mapping out of the curriculum over the year for pupils, parents and staff.	Academic Samira Rokadia		to establish contact with every parent.	Peter Kubicki	supportive communication with parents to ensure they are partners in the education process and feel more informed about their child’s learning.	ensure parents and pupils are using the learning outlines.
2.3b Semester Learning outlines to include how the work for the semester ahead links to the previous unit of work, what the new piece of work is about, what will be covered each week, equipment needed, details of enrichment and extension activities, details of formal assessment within the term with success criteria.	Deputy Head Academic Samira Rokadia	Sept 2017	Time for departments to revise, refine and publish outlines. Time for DH Academic to coordinate and publish.	Head of School Peter Kubicki	Learning outlines in hard copy at the introductory phase, but moving to an online interactive resource asap with the introduction of ITWorx.	
2.4c Further implement and embed the Microsoft ‘Digital Transformation’ programme throughout the school.	IT Support from Amer Hakim	Ongoing – May 2017	Training time	Principal - Sheldon Smith	Staff (including new staff) trained and confident in use of Microsoft programmes. Ensure all pupils have working and proactive access to the tablets and security arrangements in place.	Best practice identified and shared building on the Primary Y6 model.
2.4e Build on the work of the	IT Coordinator –	Ongoing	Time and	Principal - Sheldon	Build towards a	

<p>Microsoft Coordinator and ‘Champions’ groups to determine the best format, structure and range of content needed. Develop the work of this ‘Task Group’ moving forward.</p>	<p>Amer Hakim</p>		<p>training – initially 3 hours then ongoing</p>	<p>Smith</p>	<p>paperless classroom activity where feasible and appropriate.</p>	
<p>2.4f Reintroduce pupil planners with ‘learning log’ and build in time each lesson/every other lesson for them to record what they now know, understand or do that they couldn’t do beforehand.</p>	<p>Deputy Head Academic Samira Rokadia with Sara Bazian</p>	<p>Oct 2017</p>	<p>1 day creating format. Half day training then ongoing monitoring and evaluation</p>	<p>Head of School Peter Kubicki</p>	<p>Students clearer about their own learning, able to articulate this to visitors and increase their independence. Build in time each lesson/every other lesson for them to record what they now know, understand or do that they couldn’t do beforehand.</p>	

Standard 3 Further improve Behaviour, Safety and Care for Learners (Pastoral Developments) Current SEF judgement:
Requires Improvement

	<p>Key Performance Indicator 3: Further improve Behaviour, Safety and Care for Learners (Pastoral Developments.)</p>
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- 1 Fully implement the new **Ta'allum 2017-18 Behaviour model** (based on positive reinforcement with no pupils 'getting away with it.')
- 2 Follow up more rigorously on **attendance (including punctuality/'out of class') plan** for all pupils at risk of falling below levels of acceptable attendance
- 3 Develop the **Pastoral System** including the introduction of the House System, Assemblies/ Prayer Time Structure, Improved Safeguarding Arrangements and
- 4 Promote and develop stronger integration of **Tarbeya into all aspects of school life** so that such positive Islamic values underpin all aspects of school life.
- 5 Introduce a system of agreed characteristics of positive '**Behaviour for Learning**' including the values (Islamic and Leadership) specified in our Vision and Mission statement.

3.1 Fully implement the new Ta'allum 2017-18 Behaviour model (based on positive reinforcement with no pupils 'getting away with it.')

Purpose: Fully address feedback from staff surveys, pupil questionnaires and recurring impressions in Learning Walks and observations that low level disruption and out of class misbehaviour/truancy is negatively affecting some pupil achievement.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	3.1a Implement the new 2017-18 Ta'allum Behaviour Policy – a revised code/charter . Share and publicise for all stakeholders and post up around school and in all lessons/ assembly time to set higher expectations	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Deputy Head Pastoral time, including with Ta'allum colleagues.	Head of School Peter Kubicki	Pupils' behaviour 'good' across the Academy. All teachers take responsibility for behaviour across the Academy.	All staff clear about new simplified guidelines
	3.1b Review and develop strategies to deal with any poor behaviour utilising key messages on expectations for pupils in lessons	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Time to share with staff and students.	Head of School Peter Kubicki	Reduction in negative SIMs behaviour points and recorded incidents.	Important to ensure early impact. Small issues must not be allowed to escalate.
	3.1c Timely, proactive sanctions	Deputy Head	Sept 2017	Coordinated	Head of School		Early parental

established for all necessary issues.	Pastoral Marcus Hamlin		information gathering – face to face.	Peter Kubicki	Improved behaviour in lessons, fewer pupils out of lesson during learning time. Staff morale positive with misbehaviour tackled.	involvement in cases where there is disruptive pupil behaviour
3.1d Regularly sample pupil and parent voice on behaviour in the academy through the Student Council and in class each term to inform future amendments or new strategies	Deputy Head Pastoral Marcus Hamlin	Ongoing	Cost of reprographics – posters.	Head of School Peter Kubicki	Increase the notion of pupils and their parents as active participants in the learning process.	
3.1e Review and revise system of rewards and sanctions . (Ensure appropriateness, Impact. Clarity. Visibility. Celebration of improvements.)	Head of School Peter Kubicki	Sept 2017	DH Pastoral time – with Student Council	Principal - Sheldon Smith	A positive culture with incentives for pupils to succeed. Achievements celebrated so that they outweigh negative consequences	
3.1f Review opportunities for pupils to take roles of responsibility within the academy ensuring pupils know what these are and how they can apply for them? Eg Head Boy/Girl, prefects, Student Council.	Deputy Head Pastoral Marcus Hamlin	Ongoing	DH Pastoral and DH Academic time	Head of School Peter Kubicki	Encouragement of leadership skills and their significance for likely future roles in society.	
3.1f Subject Departments to assume greater responsibility for behaviour management within their own areas. ‘Escalation’ of low level incidents to be rationalised. Rewards to be quantified and celebrated.	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Department meeting time including Heads of Department and Achievement Leaders	Head of School Peter Kubicki	No false ‘division’ of Pastoral and Academic functions Everyone contributes to student progress..	

3.1g Reconsider the setting up of an out of lesson 'Referral' facility for pupils causing disruption to ensure classroom learning is not inhibited. Establish protocols for referral and for reintegrating pupils successfully back to class.	Deputy Head Pastoral Marcus Hamlin	Dec 2017	Room identified and prepared. Cost for telephone and work areas	Head of School Peter Kubicki	Learning of all pupils not disrupted by individuals. Constructive work done to return such pupils successfully to class. Reduction in exclusions.	To be set up according to perceived need.
3.1h Carry out further required building work eg on entrance doors to restrict pupil movement during lesson time and increase safeguarding.	Deputy Head Pastoral Marcus Hamlin	Sept 2016	Costings allocated in 2016/17 budget	Head of School Peter Kubicki	Ensure improved security and safeguarding for our students.	More video cameras have been installed in corridors (including those which connect boys and girls' schools)
3.1i Ensure that arrangements and timings for the school day are conducive to establishing a positive work culture	Head of School Peter Kubicki	Sept 2017	Review Discussion time	Principal - Sheldon Smith	A pattern to support the continuity of learning and reinforce Islamic values and reflection	
3.1j Develop ways to publicly celebrate pupil achievements in a greater variety of ways including more active use of reward structures.	Deputy Heads Pastoral Marcus Hamlin and Academic Samira Rokadia	Ongoing	Discussion time	Head of School Peter Kubicki	Prominent visible celebration of success to encourage a positive culture of achievement across the whole school for pupils, staff and parents.	Support and initiative from Mark Edwards (Activities Coordinator)

3.2 Follow up more rigorously on attendance (including punctuality/'out of class') plan for all pupils at risk of falling below levels of acceptable attendance

Purpose: Reduce levels of absence and to increase levels of punctuality to increase learning time.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
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3.2a Agree a school/Academy-wide position on pupil attendance including parentally condoned absence during school time.	Head of School Peter Kubicki	Sept 2017	SLT Discussion/ Contact of parents	Principal - Sheldon Smith	Improved pupil attendance	
3.2b Implement a new attendance plan for persistent absentees or others at risk of falling below acceptable levels of attendance	Deputy Head Pastoral Marcus Hamlin	Sept 2017	DH Pastoral time working with tutors and staff	Head of School Peter Kubicki	Much earlier intervention in cases where an attendance problem is emerging	
3.2c Establish our agreed approaches to the new attendance plans with formalised steps in the process.	Deputy Head Pastoral Marcus Hamlin	Oct 2017	DH Pastoral time working with tutors and staff	Head of School Peter Kubicki	Clarity and consistency in attendance policies. Agreed 'triggers' for intervention.	
3.2d Follow through with revised Behaviour Policy measures to improve pupils' lesson punctuality and out of class behaviour.	Deputy Head Pastoral Marcus Hamlin	Oct 2017	DH Pastoral time coordinating the Admin Supervisors.	Head of School Peter Kubicki	'Punctuality' improved as part of 'Attitudes to Learning. Zero tolerance of students being out of lesson without good reason.	Early sanctions to provide clear messages to non conforming students

3.3 Develop the Pastoral System including the introduction of a House System, Assemblies/ Prayer Time Structure, Improved Safeguarding Arrangements and stronger integration of Tarbeya into all aspects of school life.

Purpose: Create a positive ethos and sense of belonging / competition through a House system.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
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3.3a Rename class titles with engaging topical names (eg Falcon.) Develop these arrangements for the introduction of the House system .	Deputy Head Pastoral Marcus Hamlin	Jan 2018	Student Council discussion time	Head of School Peter Kubicki	Introduce a House system to inculcate a sense of belonging and group identity.	
3.3b Early review of the timings of the day, assembly schedule, Prayer time and breaktimes .	Head of School Peter Kubicki	Sept 2017	Discussion time	Principal - Sheldon Smith	Ensure a pattern which is conducive to learning and allows time reinforce our wider Islamic values and ethos.	
3.3c Set up a full review of Safeguarding arrangements to ensure they are fit for purpose in our context.	Head of School Peter Kubicki	Oct 2017	Level 3 Training for Safeguarding Officer	Principal - Sheldon Smith	Policies and practices ensure children are safe in the school and aware of key issues.	
3.3d Further plan for and structure the assemblies programme to incorporate Islamic Values, secular discussions and greater pupil contribution for Leadership .	Deputy Head Pastoral Marcus Hamlin	Oct 2017	Discussion time	Head of School Peter Kubicki	A coherent and consciously planned programme applies for every pupil	
3.3e Publication and development of a relevant tutorial programme which supports the enhancement of the school's Mission and Vision.	Deputy Head Pastoral Marcus Hamlin with Achievement Leaders	Sept 2017	Regular meeting time for tutor teams with Achievement Leaders	Head of School Peter Kubicki	Regular weekly review and development discussion for Achievement Leaders and tutors to ensure age appropriate programmes are in place.	
3.3f Regular meetings with	Deputy Head	Sept 2017	Fortnightly	Head of School	Tarbeya integrated into	

Tarbeya leaders to ensure full integration of both principles and practice.	Pastoral Marcus Hamlin		meeting time	Peter Kubicki	all aspects of school life by all staff	
3.3g Clear and regular meeting schedule to ensure all Pastoral Leaders are fully aware of and active in their tutorial responsibilities	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Fortnightly meeting time	Head of School Peter Kubicki	A regular meeting to ensure consistency and further improvement particularly in parental liaison.	

3.4 Promote and develop stronger integration of Tarbeya into all aspects of school life so that such positive Islamic values underpin all aspects of school life.

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	3.4a Set up and implement the Non Arabic Tarbeya Committee	Head of School Peter Kubicki	Sept 2017		Principal - Sheldon Smith	Incorporate Tarbeya influence in all aspects of school life including lessons.	
	3.4b Follow up on a Duke of Edinburgh style award course tailored to Qatari needs	Head of School Peter Kubicki with Sean Dennis, Head of PE	Ongoing		Principal - Sheldon Smith	Introduction of a unique motivational programme.	
	3.4c Regularly review progress with Tarbeya Leaders.	Head of School Peter Kubicki	Sept 2017		Principal - Sheldon Smith	Regular discussion and the development of greater understanding.	
	3.4d Set up an awards system for Achievement points based on the accreditation of Islamic Values in	Head of School Peter Kubicki	Oct 2017		Principal - Sheldon Smith	Further recognition of Student Achievements.	

students						
3.4e Create an action Plan for the year including which values will be appropriate for Assemblies.	Head of School Peter Kubicki	Oct/Nov 2017		Principal - Sheldon Smith	A regular and recurring focus on Tarbeya ethos to make it seamless across the school.	Seek support to ensure good arrangements are in place for both boys and girls at prayer time.

3.5 Introduce a system of agreed characteristics of positive ‘Behaviour for Learning’ including the values (Islamic and Leadership) specified in our updated Vision and Mission statement.

Purpose: Build a positive work culture; to support the development of students as independent, self managing learners who take initiative and fulfil the wider aspects of our Vision and Mission.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	3.5a Be explicit about the positive characteristics of ‘Behaviour for learning’ that the academy values highly in pupils (to come from Student and staff core beliefs, values)	Head of School Peter Kubicki	Oct 2017	Reprographics. Assembly time.	Principal - Sheldon Smith	Pupils’ behaviour ‘God’ across the Academy particularly in terms of attitudes to learning in class.	
	3.5b Work with pupils, parents and staff to develop the list of characteristics that will lead to success in learning	Head of School Peter Kubicki	Dec 2017	Staff meetings, Student Council working group. Parent Committee involvement.	Principal - Sheldon Smith	Greater ownership and involvement in decision making. Promotion of the discussion about what constitutes effective learning.	
	3.5c Create an information and marketing campaign to promote the values to secure ‘buy-in’	Head of School Peter Kubicki		SLT and staff discussion time.	Principal - Sheldon Smith	A positive, civilised ‘culture’ emphasising deep respect for Islamic values.	

from pupils						
3.5d Post positive characteristics of Behaviour for Learning/ Achievement in corridors and all classrooms. Get pupils to sign-up to them (Pupil Expectations)	Deputy Head Academic Samira Rokadia	Dec 2017	Cost of Reprographics 1000 QAR. Lamination.	Head of School Peter Kubicki	Pupils fully understand the need to take responsibility for their behaviour and learning.	
3.5e Set up a committee to create a system to explicitly measure and reward students for displaying positive Leadership qualities and Islamic values. Establish this system across the school.	Head of School Peter Kubicki	Oct 2016	SLT discussion with Ta'allum Director of Education, Dr Mohammed Saefan.	Principal - Sheldon Smith	Focus in behaviour on pupil learning.	
3.5f Develop meaningful student leadership in all areas of school life.	Head of School Peter Kubicki	Ongoing	Time allocated and committee set up to develop	Principal - Sheldon Smith	Promotion of responsibilities and positive qualities for every student to support both school learning and life skills.	

Standard 4 - Further improve the Quality of Leadership and Management Current

Current SEF judgement: Requires Improvement

KPI 4: Further improve the Quality of Leadership and Management

- 1 Reinforce our **Professionalism**. Ensure Leaders and staff are **held to account** in carrying out their responsibilities. Increase support and ‘presence’ of all leaders across the school.
- 2 Systematically develop our **WASC Self Study Report for submission in 2018-19**. Continue to prepare for the next **QNSA** assessment (also during 2018-19.)
- 3 **Review approaches to staffing recruitment/ retention and recognition.**
- 4 Review the **Academy’s (Secondary) strategic direction for the next 2 years** and further establish the clarity and primacy of our **Vision and Mission**.
- 5 Enhance the impact of our **cycle of quality assurance**. Focus more closely on teaching improvements.
- 6 Review and **update the AJA curriculum** aligned to the school and Ta’allum priorities and in line with British curriculum changes affecting Examination Boards.
- 7 Ensure effectiveness and **consistency of communication** across Arabic speaking and English speaking staff.

4.1 Reinforce our Professionalism. Ensure Leaders and staff are held to account in carrying out their responsibilities. Increase support and ‘presence’ of all leaders across the school.

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
4.1a	Ensure that staff are clear about basic expectations for duties, cover and other such functions	Head of School Peter Kubicki	Sept 2017	Time in PD sessions	Principal - Sheldon Smith	Improved consistency in following key procedures	.
4.1b	Staff are held to account at all levels, including Senior staff to ensure effectiveness	Head of School Peter Kubicki	Ongoing	HR and other staff to provide evidence.	Principal - Sheldon Smith	A no blame culture but no excuses either. Sanctions if needed.	
4.1c	Greater recognition of staff achievements other than at annual Rewards and Recognition ceremony	Head of School Peter Kubicki	Sept 2017	Regular communication of staff achievements.	Principal - Sheldon Smith	Staff morale raised	

4.1d Ensure regularised school walks to develop greater Senior presence around the school.	Head of School Peter Kubicki	Oct 2017	SLT time	Principal - Sheldon Smith	Confidence in Leadership team.	
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4.2. Systematically develop our WASC Self Study Report for submission in 2018-19. Continue to prepare for the next QNSA assessment (also during 2018-19.)

Purpose: Ensure understanding of key principles and readiness for further WASC accreditation (formal assessment due during 2018) and retention of QNSA (due 2019)

Action Points <i>(Key Aspects to address from the Initial WASC Report – May 2016)</i>	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
4.2a Introduce a more effective tracking system for the delivery of the curriculum to ensure high quality access for all.	Head of School Peter Kubicki	Sept 2017	↑ SLT Meeting time, Liaison with WASC representatives	↑ Principal - Sheldon Smith	↑ The Academy prepares thoroughly for and is successful in	
4.2b Ensure more effective differentiation to cater for students' needs and develop 'research based instructional methods.'	Head of School Peter Kubicki	Ongoing – May 2018				
4.2c Integrate Leadership and Islamic Values for every student	Head of School Peter Kubicki	May 2018				

4.2d Develop more visible, measurable performance indicators	Head of School Peter Kubicki	Ongoing – May 2018	to clarify requirements, writing time for evidence base, gathering of key information, training accessed as required in identified areas	Liaison with WASC officials and advice team and with Ta'allum Consultants to clarify requirements and build the evidence base.	gaining the WASC (Western Association of Schools and Colleges) Accreditation	
4.2e Develop understanding of research based international standards of achievement.	Head of School Peter Kubicki	Ongoing – May 2018				
4.2f Review how decisions are made (Achieving a balance of Ta'allum 'unity of purpose/ shared understanding' with a greater difference in school based decision making in the 3 academies.)	Head of School Peter Kubicki	Ongoing – May 2018				
4.2g Improve behaviour in the boys' section	Head of School Peter Kubicki	Sept 2016				
4.2h Attract and retain high quality staff	Head of School Peter Kubicki	Ongoing – May 2017				
4.2i Ensure background checks on staff and improved Child Protection arrangements.	Head of School Peter Kubicki	Immediate				
4.2j Develop more motivational approaches to learning styles with emphasis on confidence building, self-esteem and self-management	Head of School Peter Kubicki	Ongoing – May 2018				
4.2k Focus on Literacy development and higher order thinking skills	Head of School Peter Kubicki	Ongoing – May 2018				
4.2l Development of 'global	Head of School	Ongoing –				

competences in relation to Technology'	Peter Kubicki	May 2017				
4.2m Technology audit	Head of School Peter Kubicki	May 2018				
4.2n Work with WASC organisation to fully comprehend the detail of their feedback.	Head of School Peter Kubicki	Ongoing – May 2018				

4.3 Review approaches to staffing recruitment/ retention and recognition

Purpose: To ensure staffing structure is fit for purpose in moving the academy forward with its improvement agenda and within budget.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	4.3a Audit current staffing needs for 2016/17 and year after. Propose new approaches to a refined staffing structure	Head of School Peter Kubicki	Sept 2017	Time with Teaching agencies, SLT, Ta'allum HR	Principal - Sheldon Smith	Full staffing quota and back up in place throughout the year.	
	4.3b Develop improved and more cost effective recruitment strategies to appoint to shortage areas.	Head of School Peter Kubicki	Sept 2017	Time with Ta'allum HR department	Principal - Sheldon Smith	Stable staffing to facilitate meaningful school improvement over time.	
	4.3c Improve induction and orientation processes for new staff including arrangements for RP.	Head of School Peter Kubicki	Sept 2017	Staff Handbook and clarity in information	Principal - Sheldon Smith	Smooth, positive introduction to the Academy for all staff.	
	4.3d Review HR processes to ensure staff are confident and feel valued.	Head of School Peter Kubicki	Sept 2017	Time to review with Ta'allum HR	Principal - Sheldon Smith	Clarity in expectations and for Appraisal	

					purposes.	
4.3e Further improve arrangements and focus of staff Appraisal/ Performance Management aligned to the academy’s performance and pay progression	Head of School Peter Kubicki	Ongoing – May 2018	Monitoring time	Principal - Sheldon Smith	Fair consistent Appraisal judgements ensuring individual and collective improvement in staff performance.	
4.3f Develop understanding with the staff on what the drivers are regarding staffing decisions and resources	Head of School Peter Kubicki	Sept 2017	Staff briefing and meeting time for explanation and information.	Principal - Sheldon Smith	Openness and Communication across all staff.	
4.3g Update Staff handbook to aid clarity for all staff, particularly new recruits	Deputy Head Pastoral Marcus Hamlin and Deputy Head Academic Samira Rokadia	Sept 2017	Time to compile Handbook	Head of School Peter Kubicki	All basic expectations, routines and information clear to staff	
4.3h Develop a systematic approach for recognising and rewarding good staff performance	Head of School Peter Kubicki	Oct 2017	Allocation of budget 5000QAR for in school rewards. Recommendations for Ta’allum celebration	Principal - Sheldon Smith	A staff system leading to recognition and reward of staff achievement in a positive achievement oriented culture	
4.3i Set up team building activities to increase staff bonding and collaboration	Head of School Peter Kubicki	Ongoing – May 2018	2000QAR for venue and activities	Principal - Sheldon Smith	Strong staff teamwork	

4.4 Revise the Academy’s (Secondary) strategic direction for the next 2 years and further establish the clarity and primacy of our Vision and Mission.

Purpose: Build on the current position, aiming for greater stability and sustainability over time and to create a revised vision and mission for the future of the academy to move it forward from the present position to ‘good’ judgements in SEC evaluation processes, our own self evaluation and in the reported views of parents.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	4.4a Organise a further workshop for SLT and Parents’ Committee to further develop the strategic planning process. Follow up with a staff workshop to further develop work from SLT/Parents’ conference	Head of School Peter Kubicki	Dec 2017	SLT, Parent and Staff workshop time.	Principal - Sheldon Smith	Staff and Parents’ ideas and priorities used to inform and develop the ongoing strategic plan. Sustained and systematic processes to capture stakeholder views.	
	4.4b Use staff SWOT analysis, staff questionnaires, parent questionnaire feedback and pupils’ survey to further develop priorities	Head of School Peter Kubicki	Ongoing	Printing, time for analysis.	Principal Sheldon Smith	Commitment to regularly taking on board the views of all ‘Stakeholders.’	
	4.4c Develop a one page self evaluation to ensure accessible, simple, clear understanding and agreement of priorities along with an updated, relevant Improvement Plan with clear actions and targets.	Deputy Head Academic Samira Rokadia	Oct 2017	Time for SLT to agree the essential aspects.	Head of School Peter Kubicki	Clarity for all staff at all levels to know and support the implementation of our improvement priorities.	
	4.4d Follow-up with a staff forum and internal pupil forum (Student Council) to share strategy and incorporate	Deputy Head Pastoral Marcus Hamlin	Dec 2017	Time for staff conference	Head of School Peter Kubicki	Sharing of strategy in a cyclical progress of review and	

views.					refinement	
4.4e Develop productive and proactive communication with members of the MoE in the interests of developing a strategic direction sensitive to Qatari and Islamic culture	Sara Bazian	Ongoing	Time for pupil and staff meetings	Principal - Sheldon Smith	Clear view of National context in our planning and policy	

4.5 To further develop our cycle of quality assurance to focus more closely on teaching improvements.

Purpose: To ensure, in terms of monitoring, tracking and intervention, that the school is doing the *right* things in the *right* way at the *right* time to raise standards of achievement.

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	4.5a Ensure that all members of staff have a sound understanding of what quality assurance is and its purpose .	Deputy Head Academic Samira Rokadia	Sept 2017	Meeting time		Quality assurance embedded and effective for leadership at all levels	
	4.5b Map out the cycle of quality assurance and Self Evaluation to focus more closely on ensuring teaching quality.	Deputy Head Academic Samira Rokadia	Sept 2017	Meeting time for SLT and then for all staff	Head of School Peter Kubicki	Improvement arises from our streamlined QA processes. Monitoring and intervention leads to at least expected and sometimes better than expected levels of progress for all pupils.	

4.5c Map out all component parts in a 40 week (annual) planner for the staffroom so that colleagues can see at a glance when things are coming up.	Deputy Head Academic Samira Rokadia	Sept 2017	Time to collate calendar outline Refine calendar from 2015/16	Head of School Peter Kubicki	Calendar clear to staff and the workload pressures of the year reflected in planning.	
4.5d Refine and implement our use of the revised Performance Management system to ensure it is balanced, fair, holistic, appropriate and focused on Teaching and Learning.	Deputy Head Academic Samira Rokadia	Ongoing – May 2018	More time specified for PM meetings.	Head of School Peter Kubicki		

4.6 Review and update the AJA curriculum aligned to the school and Ta'allum revised strategic direction and in line with British curriculum changes affecting Examination Boards.

Purpose: To strengthen the curriculum offer to better meet the needs of all students and to ensure Ta'allum/ AJA are compliant with recent changes to British Assessment changes. .

	Action Points	Responsibility	Milestones	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
4.6a	Review curriculum offer and evaluate successful and least successful curriculum areas. Discuss focus of curriculum, (i.e. Provision for less able pupils in Y10/11, general education, additionality eg. IELTS)	Deputy Head Academic Samira Rokadia	Oct 2017	Time for analysis of current situation	Head of School Peter Kubicki	Improved performance measures across the Academy (specifically University entrance, Thanawia and external exam results.)	
4.6b	Reiterate our policy regarding AS	Deputy Head	Sept 2017	Regular	Head of School	Ensure students	

<p>level course entry and be clear about the most effective qualifications to ensure students have the best opportunities to secure progression to the next stage of their education (including Y12 and university.)</p>	<p>Academic Samira Rokadia</p>		<p>mentoring time</p>	<p>Peter Kubicki</p>	<p>have the best opportunities to secure progression to the next stage of their education (including Y12 and university.) Stronger line on pupils without the prerequisite qualifications or ability to progress to AS level study. Review Year 13 potential.</p>	
<p>4.6c Create a curriculum plan for next two years from September 2016. Address current areas of imbalance. Specifically review A2 Year 13 potential course offer.</p>	<p>Deputy Head Academic Samira Rokadia</p>	<p>Oct 2017</p>	<p>Time for analysis</p>	<p>Head of School Peter Kubicki</p>	<p>Establish a relevant, inclusive and memorable curriculum for all pupils. Address current areas of imbalance . (allocation of time and exam basis for Islamic Studies)</p>	
<p>4.6d Review and develop processes for Options transition, meeting Ministry needs (to Key Stage 4)</p>	<p>Deputy Head Academic Samira Rokadia</p>	<p>Dec 2017</p>	<p>Time for analysis and preparation</p>	<p>Head of School Peter Kubicki</p>	<p>Greater clarity in making choices, particularly in the context of Ta'allum partnership, standardisation and collaboration</p>	

4.6e Review the curriculum in the context of all changes eg Computing qualifications replacing ICT.	Deputy Head Academic Samira Rokadia	Oct 2017	Time for analysis and research	Head of School Peter Kubicki	School up to date with and implementing all current changes	
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4.7 Ensure effectiveness and consistency of communication across Arabic speaking and English speaking staff.

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	4.7a Continue regular weekly meetings with Arabic speaking staff.	Head of School Peter Kubicki with Gamal Shawkey, Head of Secondary Arabic	Sept 2017	20 minutes per week	Principal - Sheldon Smith	All key issues shared across the staff.	.
	4.7b Key documents translated and shared. (particularly in relation to WASC)	Head of School Peter Kubicki with Gamal Shawkey, Head of Secondary Arabic	Ongoing	1 hour per week	Principal - Sheldon Smith	Improved sharing of key issues for consistency of practice across the school	
	4.7c Sharing of successes, news, good practice.	Head of School Peter Kubicki with Gamal Shawkey, Head of Secondary Arabic	Sept 2017	Weekly time	Principal - Sheldon Smith	Consistency and enhanced understanding.	

Standard 5 - Further improve Parental and Community Partnership - SEF Judgement – Requires Improvement

	<p>KPI 5: To further improve our partnership with Parents and the Wider Community</p>
<ol style="list-style-type: none"> 1 Develop more immediate, effective and comprehensive parental contacts and a thorough communication/ engagement strategy and partnership with parents. 2 Increase the range of Opportunities for Students to Engage in Positive, Extra –Curricular Activities in the Academy and Beyond. Develop a Student ‘Record of Achievement.’ 3 Introduce a Work Experience programme and increased range of links with Business organisations, Universities and the community 4 Clearly explain and share the new Behaviour Model and Assessment Policies with parents. 	

5.1 Develop more immediate, effective and comprehensive parental contacts and a thorough communication/ engagement strategy and partnership with parents.

Purpose: To better understand the wishes of our key stakeholders and engage parents more actively in supporting their children’s education.

	Action Points	Responsibility	Timescale	Resources	Monitoring and Means to Report	Evidence and Desired Impact	Means to Report
	5.1a Further develop the representation, effectiveness and involvement of the AJA Parent Committee	Head of School Peter Kubicki	Ongoing – May 2017	Time for scheduled Parent Committee meetings	Principal Sheldon Smith	Effective parent liaison and influence in school decision making.	
	5.1b Review and improve Admission arrangements for new pupils mid- year	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Time to review entrance exams..	Head of School Peter Kubicki Home School	All expectations clear to parents. Pupils given the best chances to succeed at the point	

including a signed copy of the Home School Agreement as a requirement of entry to establish both parental rights and responsibilities				agreement shared with and signed by all parents on entry	of admission through ensuring they can fully access the curriculum.	
5.1c Update the Academy website so that it is current, useful, interesting, pupil centred and fit for purpose. Introduce an Arabic section.	Head of School Peter Kubicki With Fubaro Charles Amoso	Sept 2017	Regular Admin Time to collate resources.	Principal - Sheldon Smith	A website which reflects the Academy positively and is a reference point for key information.	
5.1d Establish more effective and regular ways to inform parents of Academy News , developments and successes. Sustain the development of newsletters and celebratory messages and occasions	Deputy Head Pastoral Marcus Hamlin	Ongoing – May 2018	Admin Time for Newsletter collation, social networking and responses to recommendations from the Parents’ group. Honarium (1000QAR per month) for PR Coordination	Head of School Peter Kubicki	Parents encouraged to be active, involved, informed participants in their children’s learning.	
5.1e Develop more thorough, guaranteed ways to communicate with parents including the establishment of a new school portal as the key element of communication.	Head of School Peter Kubicki	Ongoing	Training time for Admin staff and time for parental surveys	Head of School Peter Kubicki	Technology used to develop responsive and proactive earlier communication with parents.	

5.1f Set up regular discussion forum opportunities to garner parent perceptions eg Coffee mornings.	Deputy Head Pastoral Marcus Hamlin	Ongoing	Monthly (minimum) meetings set up	Head of School Peter Kubicki	Informal perceptions of parents gathered regularly and views of parents always valued..	
5.1g Establish a formalised and effective process to deal with parents' complaints and concerns.	Head of School Peter Kubicki	Sept 2017	Structure already prepared – time to ensure consistent approaches.	Head of School Peter Kubicki	Concerns dealt with promptly and positively.	
5.1h Clarify guidelines to staff on elements of good practice in parental communication.	Head of School Peter Kubicki	Sept 2017	Training time – 2 hours.	Principal - Sheldon Smith	Policy clear about the style and character of our work with parents	
5.1i Engage parents fully through new means of electronic communication.	Head of School Peter Kubicki	Ongoing	Parent meetings for familiarisation. 2 hours	Principal - Sheldon Smith	Parents fully aware, confident and engaged.	

5.2 Increase the Range of Opportunities for Students to Engage in Positive, Extra –Curricular Activities in the Academy and Beyond. Develop a student record of Achievement

Purpose: Broaden the overall educational experience for our young people in order to motivate, engage and to increase their sense of pride and belonging in the Academy

	Action Points	Responsibility	Timescale	Resources	Monitoring and Means to Report	Evidence and Desired Impact	Means to Report
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5.2a Audit the current range of co-curricular opportunities for all students including the work of the Tarbeya team. Develop broader programmes for Sport, Leadership (eg international Duke of Edinburgh Award) and community involvement (eg charity work)	Deputy Head Pastoral Marcus Hamlin	Sept 2017	DH Pastoral - Time to manage and conduct the audit	Head of School Peter Kubicki	A positive and broad appreciation of successful education for young people.	
5.2b Establish sustainability of current key extra curricular involvement (Qatar Debates/ World Scholars’ Cup/ Model United Nations)	Deputy Head Pastoral Marcus Hamlin	Sept 2017	Staff time and commitment to offering Extra Curricular activities.	Head of School Peter Kubicki	A thriving, inclusive extra curricular programme with high student participation.	
5.2c Establish more effective working relationships between Tarbeya and Senior Leaders to develop greater understanding and a more coordinated approach to promoting our key values.(eg review selection of targeted students for trips.)	Deputy Head Pastoral Marcus Hamlin	Sept 2017	DH Pastoral time building links with Tarbiya representatives	Head of School Peter Kubicki	Inculcating Tarbiya values to be the responsibility of all staff not just a small exclusive group.	

5.3 Introduce a Work Experience programme and increased range of links with Business organisations, Universities and the community

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
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5.3a Set up a Work Experience programme with all Y10 students	Head of School Peter Kubicki with Leon Collins	Sept 2017	Time to visit business organisations	Principal - Sheldon Smith	A positive experience of the outside world to motivate students and help them with future choices.	
5.3b All safety and logistical arrangements confirmed	Leon Collins Business teacher	By Feb 2018	Time – 10 hours	Head of School Peter Kubicki		
5.3c Student reflections on their experience and how it can aid them in their studies	Leon Collins Business teacher	Sept 2017	Time – 10 hours	Head of School Peter Kubicki		

5.4 Clearly explain and share the new Behaviour Model and Assessment Policies with parents.

	Action Point	Responsibility	Timeline	Resources	Monitoring and Means to Report	Desired Impact	Evaluation of Impact
	5.4a Organise specific evening discussion activity on the policies	Head of School Peter Kubicki	Sept 2017	3 hour evening activity	Principal - Sheldon Smith	Engagement and understanding of all parents	
	5.4b Prepare simplified details to clarify policy details.	Head of School Peter Kubicki	Ongoing	3 hours to prepare and distribute materials.	Principal - Sheldon Smith		