

## Strategic Plan Targets (Stakeholder Survey 2021, Incorporating CIS Inspection 2018 & 2021 & COBIS Inspection 2017)

Learning	Care & Safeguarding	Teaching	Community	Infrastructure
(1) Improve EAL provision of students and staff so that C1 CEFR (IELTS 7) becomes the standard for staff (Azeri Department staff 6.5).	(1) Develop a comprehensive pastoral structure with Heads of Key Stages.	(1) Create Performance Management and Appraisal systems for all teaching staff.	(1) Improve extra-curricular provision at school.	(1) Plan and budget for the acquisition and maintenance of Technology.
(2) Improve SEN provision across the whole school.	(2) Develop a whole school PSHCE programme to include University guidance focus in Yr 12 & 13.	(2) Adopt standards for teachers linked to performance and observations (Cambridge Teacher Standards).	(2) Improve communication of the schools mission, vision, goals and values and embed within the community.	(2) Members of the board take part in CPD to keep track of educational developments.
(3) Develop formative and summative assessment to reflect a holistic approach to education.	(3) Improve the Safeguarding policy to use CIS/COBIS best practice within the ABC context.	(3) Evolve the ABC approach to ensure that i) British ethos and culture and ii) international/ intercultural mindedness are part of our educational provision.	(3) Re-introduce an annual show/performance to encourage a broad participation across our community.	(3) Use Art work and students work to improve the displays around the school and develop a school ambience.
(4) Align and articulate whole college curriculum (Pre-School through to Secondary) to allow curricular development and review.	(4) Improve student safety and crisis management plans in line with best practice and the ABC context including lockdown procedures.	(4) Improve teacher recruitment of expatriate staff, maintain expat staff numbers to maintain British/International ethos and exposure to native speakers.	(4) Develop greater parental involvement in school through active engagement.	(4) Address and review concerns over parking and drop-off for school from across the community.
(5) Development of Results and Assessment Analysis at individual student, department and school level.		(5) Improve teacher-parent-teacher communication	(5) Improve accessibility and use of ISAMS	(5) Investigate alternatives for fee payment