



SCHOOL DEVELOPMENT PLAN

PLANS FOR THE 2025/2026 SCHOOL YEAR

‘Making Everyone’s Tomorrow a Better Tomorrow.’

Our vision is to create a community of **internationally minded global leaders** who care about **making everyone’s tomorrow a better tomorrow**. With engagement, humility and diligence we aspire to model our vision for our learners.

Three key words to express who we are and how we believe things should be done:

Engagement:

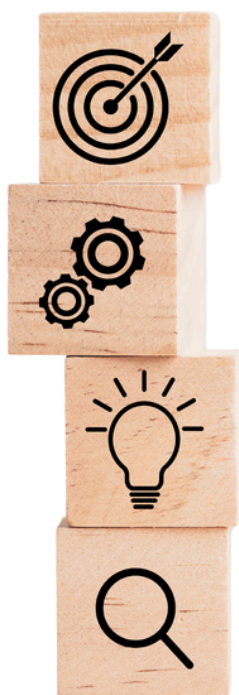
To be engaged is to have deep empathy for the person on the other side, for all ‘others’, as we face the choice of progress or stagnation. We expect our pupils to be engaged with their own future selves, the personal ‘others’ of their own future, with their own learning, with a vision of themselves as a work of art in motion, people who are becoming. As an institution we are engaged with the big and small things. Parents are engaged where they recognize the network of responsibilities and opportunities involved in their child’s development and recognize that we all have different possibilities.

Humility:

Is the state of knowing that we, as teachers and learners, are open to weaknesses, open to accepting our possibilities to change and the opportunities for development that change can give us. As an institution, humility means we have mechanisms to ensure that we do not dictate policies and practices, but evolve them through reflection, our institution becomes a vehicle powered by the people who make it. For parents humility means they trust us and our experience.

Diligence:

Each one of us carries our own torch. Each one of us shines light from our torch on everything we do, allowing no shadow, no place for small or big things to hide.



OBJECTIVES FOR 2024-2025 SCHOOL YEAR

OBJECTIVE 1

School Culture

OBJECTIVE 2

Quality of Education (Teaching and Learning)
+ Admissions

OBJECTIVE 3

Quality of Education (Curriculum and Assessment)
+ Admissions
+ Cambridge Exam Board

OBJECTIVE 4

Quality of Inclusive Education (SEN and EAL provision)
+ Admissions

OBJECTIVE 5

Quality of Personal Development, Behaviour & Welfare
+ Admissions

OBJECTIVE 6

Quality of Leadership and Management

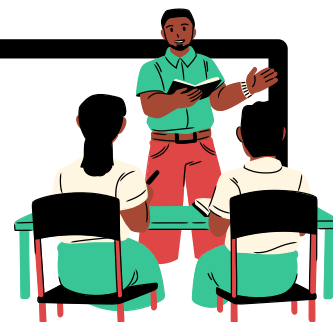


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OBJECTIVE 1

School Culture



To ensure the quality of our school culture, we need:

- Our **Mission, Vision, and Core Values** to be visible and embedded in every aspect of school life.
- Ongoing cohesion and a culture of **mutual trust** and **respect** among colleagues, fostering effective relationships and a supportive professional environment.
- Engagement, humility, diligence, and passion for teaching, which are infectious and have a positive impact on the lives of students and staff.
- Admissions procedures that are applied consistently to ensure that new EIS students possess the right attitudes towards learning.
- The development of EIS as a Centre of Excellence for CPD, teaching, and learning.

OBJECTIVE 2

Quality of Education (Teaching and Learning)

To ensure the quality of education (teaching and learning), we need:

- Effective teaching and learning that provides the challenge necessary to enable students of all abilities to fulfil their potential, while inspiring a lifelong love of learning.
- A vibrant culture of continuous professional development (CPD) and opportunities for meaningful career progression.
- Clear and effective communication of the school's learning priorities to students and parents.
- The introduction of a new staffing structure, including a Middle Leadership Team across the whole school.
- Heads of Faculties who enhance teaching and learning by monitoring all aspects of staff and student performance, while promoting an intellectually aspirational culture in which the sharing of good practice is commonplace.
- Outstanding subject teachers who possess excellent subject knowledge and have a thorough understanding of each individual student's capabilities.



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OBJECTIVE 3

Quality of Education (Curriculum and Assessment)

To ensure the quality of education (curriculum and assessment), we need:

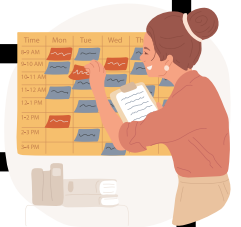
- A dynamic and balanced curriculum that is responsive to the evolving demands of the 21st-century workplace.
- Clear and effective communication of the school's academic priorities to pupils and parents.
- Formative and summative assessments of the highest quality.
- Resources that support innovative, dynamic, and engaging approaches to learning.
- Heads of Faculties who enhance teaching and learning by monitoring all aspects of staff and student performance, while promoting an intellectually aspirational culture in which the sharing of good practice is commonplace.
- Outstanding subject teachers who possess excellent subject knowledge and have a thorough understanding of each individual student's capabilities.

OBJECTIVE 4

Quality of Inclusive Education (SEN & EAL Provision)

To ensure the quality of inclusive education (SEN & EAL provision), we need:

- An up-to-date Inclusion Register covering Early Years, Primary, and Secondary.
- Embedded Quality First Teaching techniques to support all learners effectively.
- A current SEN Register linked to Individual Education Plans (IEPs) and one-page profiles.
- A comprehensive provision map with targeted interventions fully implemented.





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OBJECTIVE 5

Quality of Personal Development, Behaviour & Welfare

To ensure the quality of personal development, behaviour, and welfare, we need:



- Effective behaviour and anti-bullying policies that support positive attitudes to learning.
- Regular PSED (Personal, Social, and Emotional Development) lessons delivered across all phases.
- Staff who are attentive to the needs of each individual student, providing personalised support where required.
- A positive ethos in which students with specific needs are fully included in all aspects of school life.
- High-quality co-curricular provision offering enriching experiences that support personal development and student welfare.
- An up-to-date Attendance Policy that is consistently implemented and adhered to.

OBJECTIVE 6

Quality of Leadership and Management

To ensure the quality of leadership and management, we need:

- A coherent vision and clear strategic direction that is shared with all stakeholders.
- An effective overview of all aspects of school life to ensure the consistent and successful implementation of policies and development plans.
- Clear communication of key developmental objectives, so they are fully understood by all members of the school community.
- Outstanding CPD to enable all staff to develop leadership and management skills, including tailored Middle Leadership training.
- Succession planning to support staff progression and professional development.
- Engaged and motivated staff who contribute positively to the school community.
- Recruitment and safeguarding policies that are consistently implemented and adhered to.