



**Purpose of Strategic Direction 1**

To:  
 Improve attainment and accelerate progress in Islamic and Arabic, particularly Arabic as a second language and especially at secondary. Identify strengths and gaps and learning needs of all groups. (KR)  
 Improve progress and learning and increase the proportion of students attaining beyond curriculum standards. (KR)  
 Raise students' attainment in NAP in secondary English so that most students attain at least CAT4 measured potential. (NP)  
 Further develop the use of assessment information and data at class level to personalise teaching and learning to more closely meet the needs of all students. (BSO)  
 Improve student outcomes through the development of Higher Performance

**Purpose of Strategic Direction 2**

To:  
 Ensure continuity and progression in all subjects and to develop students learning skills, particularly in relation to independent learning. (KR)  
 Improve the quality of lessons so that more are consistently good or better. (KR)  
 Ensure Learning Hive approach is suitably replaced by HPL, further embedded and consistently implemented across the school and that all students can use technology creatively. (INO)  
 Provide additional opportunities in lessons for students to develop their reading skills, particularly in subjects in the secondary phase. (RAC)  
 Further enhance teachers' skills in modifying the curriculum in lessons, so that the learning needs of all groups of students are met effectively. (PS4)  
 Support all students' personal growth and development through an enriched and inclusive curriculum.

**Purpose of Strategic Direction 3**

To:  
 Implement and evaluate the actions planned to develop students' critical thinking skills and their capability to work independently. (NP)  
 Refine the whole school assessment processes to be more holistic, including students' personal and social development, so that teachers use all available information to modify lessons to meet the differing needs of all groups of students. (PS3.2)  
 Ensure a more accurate identification of weaknesses in the curriculum and teaching in Islamic education and Arabic and use this to bring about improvement in progress and attainment. (PS6)  
 Further empower and include middle leaders in the strategic direction and development of the school, including working towards becoming an HPL World Class School.  
 Establish greater accountability across all levels of leadership in relation to student outcomes.

**Purpose of Strategic Direction 4**

To:  
 Ensure teachers set appropriately high expectations of what students can achieve and always challenge them in their learning (KR)  
 Ensure that teachers consistently and clearly explain expectations of students' learning skills and how to improve them. (PS 1.3) HPL\*  
 Embed more fully the enhanced systems for students with gifts and talents. (PSS)  
 Build on and extend the school's work in ensuring that teachers in all subjects are skilled in modifying their lessons to provide good support and engaging learning experiences for students of determination. (INC)  
 Develop and improve teachers' pedagogy, practice and questioning style to deepen and extend student learning. (BSO)  
 Continue to improve standards in teaching and learning that foster reflection, professional development and self awareness.

**Purpose of Strategic Direction 5**

To:  
 Increase parents' involvement in the moral education programme so that they contribute more fully in developing students' citizenship skills. (M.Ed)  
 Provide students with more opportunities to volunteer in the local community and to be more involved in conservation and sustainability activities (PS2)  
 Equip students with empathy, emotional agility, emotional intelligence and character strength in line with the Advanced Cognitive Performance Characteristics (ACP's) and Values, Attitudes and Attributes (VAA's) of HPL.  
 Encourage positive, healthy relationships between teachers and the students in their charge by ensuring teachers are familiar with the students' personal preferences and academic potential.  
 Establish physical and mental wellbeing as a key value at GFS.

"Together we inspire creative, mindful learners who value diversity, support one another and strive for success."  
 Grow - Flourish - Succeed