ILLUSTRATIVE SAMPLE

Sample Leadership Deliverables

Illustrative examples of the clarity, structure and decision-ready outputs Vallorne provides to school owners, boards and leadership teams.

READINESS DIAGNOSTIC
A concise leadership picture.

EVIDENCE & GAP MATRIX
Traceability from policy to proof.

90-DAY ACTION PLAN
Owners, milestones and closeout.

ILLUSTRATIVE SAMPLE

Fictional institution and sample data. This document demonstrates the form and usability of selected Vallorne outputs. It is not an accreditation judgment, scoring methodology or complete consulting toolkit.

Public sample • non-client-specific • methodology intentionally protected

CONTEXT

A leadership document, not a template library.

The examples below show how Vallorne turns evidence into concise decisions. The underlying diagnostic tools, scoring logic and working papers are intentionally not reproduced.

ILLUSTRATIVE INSTITUTION

Gulf Horizon International School

Fictional school used solely to demonstrate deliverable structure.

1,250	KG-12	US	90 days
Students	School span	Programme	Closeout window

The Vallorne Test

POLICY
Is there a clear, appropriate written system?

PRACTICE
Is the system consistently implemented by the people responsible?

PROOF
Can the school show reliable evidence that the system works and is monitored?

ILLUSTRATIVE SAMPLE

What leadership receives

1. **Executive diagnostic snapshot**
   A short leadership view of strengths, priority gaps and decisions required.

2. **Evidence & gap matrix**
   A traceable view of what exists, what is practiced and what can be proved.

3. **Leadership risk register**
   A small number of institution-level risks, each tied to ownership and action.

4. **90-day action plan**
   A sequenced closeout plan with owners, milestones and evidence of completion.

SAMPLE 01

Executive Diagnostic Snapshot

Designed for an owner, board or senior leadership team to understand the institutional picture in minutes, before reviewing detailed evidence.

EXECUTIVE SUMMARY

The school has credible foundations for an external review cycle, but readiness is uneven. Governance documentation is largely established; evidence discipline and follow-through are less consistent. The immediate leadership task is not to create more policy, but to close the gap between written systems, routine practice and proof of implementation.

Illustrative readiness profile

Qualitative status only - not Vallorne scoring methodology.

Governance & policy	Established	Core policies current; board oversight visible.
Teaching & learning	Developing	Quality expectations clear; evidence varies by department.
Evidence discipline	Priority	Evidence stored inconsistently; ownership fragmented.
Self-evaluation	Developing	Reflection occurs, but findings do not always drive action.
Improvement governance	Developing	Priorities identified; milestone review rhythm needs tightening.

ILLUSTRATIVE SAMPLE

WHAT IS WORKING

- Leadership team can explain current improvement priorities.
- Policy review cycle is visible and mostly current.
- Staff understand the external-review purpose and timeline.

NEXT LEADERSHIP PRIORITIES

- Create one evidence ownership map across standards.
- Validate that policies are reflected in routine practice.
- Establish a monthly readiness review with named decisions.

DECISION REQUIRED

Leadership should authorize a 90-day evidence closeout cycle before expanding the scope of accreditation preparation.

SAMPLE 02

Evidence & Gap Matrix

A compact leadership register connecting the written system, day-to-day implementation and proof. The working matrix used during an engagement is more detailed than this sample.

Status key — Established — Developing — Priority

Area	Policy	Practice	Proof	Key gap	Owner	Status
Governance	Yes	Yes	Partial	Board actions recorded, but completion evidence is inconsistent.	Principal	Developing
Safeguarding	Yes	Yes	Yes	No material gap in sample review.	DSL	Established
Curriculum	Yes	Partial	Partial	Pacing and assessment evidence vary between departments.	AP Academic	Developing
Student data	Yes	Yes	Partial	Analysis occurs, but action trails are not consistently retained.	Data Lead	Priority
Professional learning	Yes	Yes	Partial	Attendance exists; impact on practice is not consistently evidenced.	HR / AP	Developing
School improvement	Yes	Partial	Partial	Actions are listed but milestone review is not yet disciplined.	Principal	Priority

LEADERSHIP TAKEAWAY

The dominant issue is not missing policy. It is uneven proof of implementation. The action plan should therefore prioritize evidence ownership, review rhythm and follow-through rather than large-scale document rewriting.

SAMPLE 03

Leadership Risk & Priority Register

A short register that keeps the board and senior team focused on institution-level exposure rather than getting lost in document-by-document activity.

R1 **Evidence ownership is fragmented** — High

POTENTIAL IMPACT

School may have adequate practice but cannot demonstrate it consistently during review.

IMMEDIATE LEADERSHIP RESPONSE

Assign one accountable owner per evidence family and one central register.

R2 **Improvement actions are not consistently closed** — High

POTENTIAL IMPACT

Repeated findings can persist despite leadership awareness.

IMMEDIATE LEADERSHIP RESPONSE

Introduce monthly milestone review and evidence-of-completion field.

R3 **Curriculum implementation varies by department** — Medium

POTENTIAL IMPACT

Planned curriculum may not match taught or assessed curriculum.

IMMEDIATE LEADERSHIP RESPONSE

Run a focused alignment/coherence check in priority subjects.

R4 **Professional learning impact is weakly evidenced** — Medium

POTENTIAL IMPACT

Training activity can be visible without proof of changed practice.

IMMEDIATE LEADERSHIP RESPONSE

Add follow-up observation or implementation evidence to the PD cycle.

Next 30 days: leadership agenda

- Confirm accountability for each evidence family.
- Agree the readiness review calendar through the external-review window.
- Close the two highest-risk gaps before beginning new document production.
- Use board/owner reporting to track decisions, not activity volume.

SAMPLE 04

90-Day Improvement Action Plan

A sequenced closeout plan. Every action has an owner, a visible completion measure and an evidence trail.

DAYS 1-30
Stabilize
Ownership, evidence map, risk closure

DAYS 31-60
Validate
Practice checks, curriculum/data evidence

DAYS 61-90
Verify
Mock review, board sign-off, closeout

Priority	Owner	Completion measure	Due	Evidence
Centralize evidence ownership	Principal / QA	One approved evidence map with named owners	Day 14	Signed register
Close governance action trail	Principal	Board actions show owner, due date and closure proof	Day 21	Minutes + tracker
Validate curriculum coherence	AP Academic	Priority departments show planned-taught-assessed alignment	Day 40	Review summary
Strengthen data action evidence	Data Lead	Each cycle links analysis to action and follow-up	Day 45	Data meeting trail
Evidence PD impact	HR / AP	Selected PD shows implementation follow-up	Day 55	Observation / sample
Run mock evidence review	QA Lead	Priority standards can be evidenced within agreed time	Day 70	Mock review log
Close residual gaps	Named owners	All red items closed or formally risk-accepted	Day 82	Closeout tracker
Leadership sign-off	Owner / Board	Readiness decision recorded with residual risks	Day 90	Signed board brief

EXPECTED OUTCOME AT DAY 90

Leadership has a defensible readiness position, a closed evidence trail for priority gaps and a documented decision on whether to proceed, defer or narrow the next review stage.

SCOPE

What a full Vallorne deliverable can include.

The final output is designed around the school’s actual challenge. It can be smaller or substantially more detailed than this sample depending on scope.

Leadership diagnostic brief
Executive findings, strengths, risks and decisions required.

Readiness tracker
Live closeout view for leadership, evidence owners and review milestones.

Standards / evidence register
Structured mapping of standards, evidence, gaps, ownership and status.

Board / owner briefing
Concise decision paper for governance, investment and risk oversight.

Policy-to-practice review
Focused testing of whether written systems are actually implemented.

Staff readiness support
Interview, evidence and role preparation appropriate to the agreed scope.

Curriculum coherence review
Planned, taught and assessed curriculum checks across selected areas.

Improvement implementation plan
Priorities, owners, KPIs, milestones and verification points.

WHAT THIS PUBLIC SAMPLE DOES NOT INCLUDE

Detailed scoring logic, proprietary diagnostic instruments, editable working templates, client-specific evidence, accreditation-body confidential material or the full Vallorne operating methodology.

Clarity for leadership. Discipline for implementation.

Vallorne Educational Group provides independent support in institutional quality, accreditation readiness, curriculum and school improvement for GCC-focused private and international education.

SAMPLE DOCUMENT | NOT FOR CLIENT-SPECIFIC USE