

IIF Strategic Plan 2017 – 2020

Aspire to Achieve

Context

This document sets out firstly to describe where we wish to be in 2020, and thereafter what we will do and what success will look like. No-one should doubt the potential within our learning community, nor should any of us doubt that it is the responsibility of every member of staff to ensure that all of our students have the requisite skills and knowledge for future success.

Where do we want to be in July 2020?

We have 6 Core Aims that we would like to make a reality

- To ensure that all aspects of our learning community's work are focused on securing outstanding progress and achievement for all of our young people.
- To insist that all of the staff in our leaning community deliver consistently excellent teaching and learning.
- To inspire all of the young people in our learning community with an innovative curriculum which prepares them for life in modern Britain and beyond.
- To insist that our safe, secure learning community is used to promote diversity and equality, so that all of our young people gain the confidence and resilience to succeed in a changing world.
- To actively promote healthy lifestyles and the well-being of all those young people, staff and parents in our learning community.
- To broaden horizons and raise aspirations in all of our young people through meaningful partnerships with other learning and business communities at a local, national and international level.

We will endeavour to achieve our 6 Core Aims through this set of Core Values to which all of us in our learning community are deeply committed.

Ambition Success Progress Innovation Respect Engagement	A	Ambition	We will insist that all of our staff demand the best of all of our students all of the time. Each and every student will be ambitious for themselves and their future. Our families will always support our efforts to secure appropriate and worthwhile employment and training for their children.
	S	Success	We will provide a curriculum and continuous professional development framework through which all of our students and staff can achieve excellence. Celebration of academic and other achievements will be regular, systematic and genuine. We expect our parents to join in with and support our culture of high expectation and reward.
	P	Progress	We will demand that all of our students, regardless of age, ability, gender or background make good and outstanding progress in all of their subjects. We expect that all of our students will demand this of themselves and that our families will show a genuine interest in their child's learning journey.
	I	Innovation	We will let creativity flourish so that independent thinking becomes the norm for all within our leaning community. We will seek new ways to do things, embracing developments in technology and learning so that our young people are ready to take their place in the rapidly evolving world of work.
	R	Respect	We will insist, at all times, upon good manners, politeness, appropriate language and behaviour from all within our learning community. We will be tolerant of the views of others and we will consistently challenge all forms of prejudice, discrimination and harassment.
	E	Engagement	We will insist that all those within our learning community engage fully with all of the policies and procedures within the organisation. We expect our teachers to deliver well-planned and interesting lessons so that our students and their families commit to the experiences on offer. We expect excellent attendance from all stakeholders and we look forward to engaging in frequent dialogue with our families at numerous school events and meetings.

What will our Schools and Sixth Form look and feel like in 2020?

.... For Our Community

- We will be the establishments **of choice** for our community: numbers roll will have grown significantly
- We will be recognised as **centres of excellence** for a number of subjects and other areas of our professional practice
- There will be **extensive use of our facilities** in the evenings and at weekends
- There will be a purposeful and calm atmosphere, and a **culture of aspiration**
- There will be greater **interaction with businesses** and local organisations on a day-to-day basis
- **Links to Higher Education** will be strengthened and some post 16 students on roll may be following university courses

.... For Our Students

- All **Students** will be **proud of their school**, enjoying their learning, and engaging in an extended, federated, and enriched curriculum
- All students will take **pride** in their appearance
- **Students** will be **engaged in** their learning **and leading** elements of **learning**
- All Students will have an understanding of the **communities beyond the Isle of Wight**
- All Students will have **ready access to learning** out-of-hours and off-site through the advancement of technologies and skills
- All Students and staff will frequently be seen in **dialogue in a range of settings**
- All **Students** will be driven, independent learners and will be **highly successful** in a range of settings, including, but not limited to, examinations

... For Our Staff

- All **Teachers** will be creative and innovative in their classrooms and other learning environments
- All Staff will consistently **model the highest of standards** in all contexts
- All Staff will have access to the **best possible professional development** activities
- All Staff will always **persevere** in supporting their students' learning
- All Staff will consistently **expect the very best** of all students

ASPIRE

**What will we do?
How will our shared values look and feel?**

Ambition

We will insist that all of our staff demand the best of all of our students all of the time. Each and every student will be ambitious for themselves and their future. Our families will support our efforts to secure appropriate and worthwhile employment and training for their children.

What will we do?	What will ambition look and feel like?
Build a shared responsibility amongst students, staff and parents to create a vibrant and aspirational learning culture	<ul style="list-style-type: none"> • Success is celebrated at all levels ... in the home, in the classroom, in the staffroom. • There is strong leadership at all levels. • There is a “can do” culture modelled by positive, forward looking language. • There are role models in all aspects of school life. • Teachers and tutors identify a talent for all students and nurture that talent. • The community is used as a source of external mentors to support individual students, especially those with particular needs or offering particular challenges. • Our schools consistently accentuate and successfully promote the positives. • There is rigour, ownership, determination, enjoyment, challenge, support and pride in all areas of our schools.
Have high expectations with regards to what constitutes high quality teaching and learning	<ul style="list-style-type: none"> • Learners acquire skills knowledge and understanding and can apply them in a range of different contexts. • Students are able to learn independently and take increased responsibility for the direction and standards of their learning. • Students have an appropriate set of skill/tools upon which they can draw to support their learning. • Students can describe good and outstanding learning and accept the value of failing on occasions. • A range of appropriate teaching styles is used by staff to meet the needs of all learners and ensure that at least expected progress is made. • A significant majority of our teachers consistently deliver good and outstanding lessons.
Make effective use of exemplary information, advice and guidance to ensure success on appropriate learning pathways	<ul style="list-style-type: none"> • Our curriculum facilitates progress and success for all of our learners. • Primary and VI Form transition and internal transition between year groups is outstanding. • There are no students categorised as NEET after Year 11 and Year 13. • All of our students remain on their chosen course of study for the duration of the course.
Enhance and strengthen our engagement with families	<ul style="list-style-type: none"> • Parent Voice regularly receives local and national recognition. • Evening and weekend community use of facilities is extensive. • Family learning is available as part of our curriculum offer. • Parents and students are routinely invited to and involved in staff training events.

Success

We will provide a curriculum and continuous professional development framework through which all of our students and staff can achieve excellence. Celebration of academic and other achievements will be regular, systematic and genuine. We expect our parents to join in with and support our culture of high expectation and reward.

What will we do?	What will success look and feel like?
Provide a curriculum through which all of our students can achieve excellence.	<ul style="list-style-type: none"> • We work in liaison with all of our primary schools to ensure that all aspects of transition are planned and supported, including the shared use of resources such as infrastructure, staffing and curriculum. • Transition experiences are creative and engaging for all students across a range of subjects and activities so as to maximise progress between key stages. • All students follow appropriate pathways from KS3 through to KS5 and beyond based on a clear understanding of their needs. • Students' progress accelerates through the stages of their learning journey at a rate appropriate for them individually. • Students have the ambition and determination to proceed to higher education and do so where it is appropriate. • Examination results exceed national averages in a significant number of subjects.
Create an environment in which the academic achievements of students are systematically and regularly celebrated.	<ul style="list-style-type: none"> • Numerous visual display are updated weekly with images of `student success`. • Half-termly celebration assemblies for all year groups are calendared and of an exemplary standard. • A consequence ladder for rewards is familiar to and popular with all students. • Our weekly newsletter includes an academic achievement page.
Work with our families to gather information upon and celebrate achievements of our students and other family members in the wider community	<ul style="list-style-type: none"> • Our annually updated register of `External Achievement` records student membership of relevant organisations. • Our annually updated digital `Hall of Fame` records achievements outside of school by students and other family members. • Our `coffee morning` events for all tutor groups are well-supported by our families.
Create an environment in which the professional and other achievements of staff are systematically and regularly celebrated	<ul style="list-style-type: none"> • Staff briefings always highlight where good and outstanding practice has been seen in our schools. • A consequence ladder for rewards is familiar to and popular with all staff. • Internal and external promotion of staff is a regular occurrence which is celebrated widely. • Our annually updated digital `Hall of Fame` records achievements outside of school by staff and other family members. • Our annual Awards Evening celebrates achievements by students and staff.

Progress

We will demand that all of our students, regardless of age, ability, gender or background make good and outstanding progress in all of their subjects. We expect that all of our students will demand this of themselves and that our families will show a genuine interest in their child's learning journey.

What will we do?	What will progress look and feel like?
Ensure that every student will reach their potential or beyond	<ul style="list-style-type: none"> • Students have high aspirations for themselves. • All students make at least expected progress in all subjects. • All students have the opportunity to engage in high quality learning conversations that support understanding of their learning and progress. • Academic mentoring is an established part of our normal practice. • Students have access to at least consistently good teaching in all of their lessons. • Barriers to success for our students who need additional support, are broken down by effective use of parental support advice and learning mentors. • Feedback is embedded in all lessons, not just marking, and ensures that learners can articulate what they need to do to improve. • A range of assessment methods, in addition to data from exams and tests, form the evidence base to support a rigorous tracking system at individual student, class, faculty and whole school level. • Staff consistently and rigorously use assessment data to plan lessons and drive progress.
Ensure that staff, students and their parents will have a shared view of success	<ul style="list-style-type: none"> • All parents feel supported and confident to engage in their child's learning journey and support students to be aspirational in the targets they set themselves. • Parents have total trust in our schools and feel that they are a partner in the educational process. • A range of regular informal and formal activities encourage parents to involve themselves in the life of our schools. • All pathways within the schools enjoy a parity of esteem. • Appropriate work placements are available to all students. • Students are consistently equipped with the right qualifications and skills to access the next phase of their education.
Strive, wherever possible, to keep students within our learning community or in alternative provision with their outcomes still our responsibility.	<ul style="list-style-type: none"> • There are no permanent exclusions. • Fixed term exclusions are rare. • There is no `on call` system. • Our progress monitoring outreach to alternative providers is regular, systematic and rigorous.

Innovation

We will let creativity flourish so that independent thinking becomes the norm for all within our learning community. We will seek new ways to do things, embracing developments in technology and learning so that our young people are ready to take their place in the rapidly evolving world of work.

What will we do?	What will innovation look and feel like?
We will focus on our learners developing their ability to think deeply, solve problems and work upon extended projects	<ul style="list-style-type: none"> • Our students confidently speak and write at length, explaining their reasoning and thought processes. • Opportunities for collaborative learning and research are available in all parts of our curriculum. • Our Debating Society regularly wins awards at local and national level. • End of topic Independent Study tasks are completed over a period of time.
Reach out to the business community so that developments in technology and employment are shared across our curriculum	<ul style="list-style-type: none"> • Our work experience programme is outstanding. • Outside speakers and guests from relevant industries and professions regularly input into lessons and assemblies. • Level 2, 3 and 4 Apprenticeships are frequently accessed by appropriate students.
Insist that staff are competent and confident in the use of new technologies to greatly enhance learning	<ul style="list-style-type: none"> • A range of appropriate resources, including technologies, are used in lessons to engage students. • The facilities on our school campuses are utilised to their full extent in order to provide greater and varied learning opportunities for students. • New technologies are used to facilitate 24/7 learning. • External expertise such as FE Colleges, universities and local business links are used to enhance learning opportunities for our students and staff. • Our CPD framework focuses upon developments in pedagogy and student learning processes.
Ensure that our curriculum responds flexibly to changing local, national and international needs	<ul style="list-style-type: none"> • A range of learning opportunities is available to students across a number of locations. • Our learning community delivers a number of subjects not available locally elsewhere. • We work with our local Chamber of Commerce to develop students with the hard and soft skills required by employers for jobs now and jobs in the future.

Respect

We will insist, at all times, upon good manners, politeness, appropriate language and behaviour from all within our learning community. We will be tolerant of the views of others and we will consistently challenge all forms of prejudice, discrimination and harassment.

What will we do?	What will respect look and feel like?
Ensure every student is happily engaged in learning	<ul style="list-style-type: none"> • Students participate positively in all areas of school life and feel safe and secure on site. • Students are ready to learn because our schools support the needs of the whole child (breakfast, health etc.).
Ensure all members of the community understand the respect agenda	<ul style="list-style-type: none"> • Our schools are UNICEF Rights Respecting schools and are used as a reference point for other schools. • Positive relationships are at the heart of all we do. • Everyone is instinctively respectful. • Our school environment is welcoming and is looked after by all. • Tutors have an outstanding rapport with tutees and their parents and carers.
Ensure students have positive self esteem, self respect and a strong sense of wellbeing	<ul style="list-style-type: none"> • Student success is constantly celebrated. • Displays within and beyond our schools showcase student achievements. • All students are proud to belong to our learning community. • Students have access to a range of support and specialist intervention where lack of self esteem or wellbeing is an issue. • Students are given a voice and opportunities for leadership within tutor time and in lessons. • Students understand what constitutes a healthy lifestyle and make positive choices to achieve this.
Ensure students have a deep empathy and understanding of others	<ul style="list-style-type: none"> • Diversity is celebrated and promoted throughout our schools. • Our schools have built strong links with charities both here and overseas. • Opportunities for reflection are built into all aspects of school life. • Everyone is respectful of difference. • Opportunities for students to articulate ideas and feelings built into the curriculum. • Spiritual, moral and cultural aspects of learning embedded into all areas of the curriculum. • "Hate incidents" are dealt with robustly and are infrequent.

Engagement

We will insist that all those within our learning community engage fully with all of the policies and procedures within the organisation. We expect well-planned and interesting lessons so that our students and their families commit to the experiences on offer. We expect excellent attendance from all stakeholders and we look forward to engaging in frequent dialogue with our families at numerous school events and meetings.

What will we do?	What will engagement look and feel like?
Ensure that staff are committed to the school's vision	<ul style="list-style-type: none"> • All staff are proud of our schools and believe in the potential of their students. • Staff expectations are consistently high. • Staff support our values and aims and this is consistently reflected in their day-to-day practice. • Staff goodwill is consistently acknowledged and not taken for granted. • Our staff structure is reviewed annually to ensure fitness for purpose. • Staff turn-over is low and there is high retention of newly-qualified teachers.
Have systems and procedures in place, which need to be followed to provide a forward-looking and safe educational establishment	<ul style="list-style-type: none"> • Our consultation on school policies is regular and genuine. • There is a non-negotiable insistence that all policies are followed by all stakeholders. • A safeguarding culture pervades all that we do. • Stakeholder surveys are calendared with findings responded to transparently.
Provide learning experiences which cater for the full age and ability range of our students	<ul style="list-style-type: none"> • Behaviour for Learning is judged to be consistently good or outstanding. • Progress and outcomes are good or outstanding across all year groups. • More students wish to join our schools than there are places available.
Have very high expectations in terms of attendance to school, to lessons, to parents' evenings and other school events.	<ul style="list-style-type: none"> • Attendance is above national average across all year groups. • There is no `on site` truancy. • Family attendance at Parents Evenings is always very high, followed up by home visits to non-engaging families.