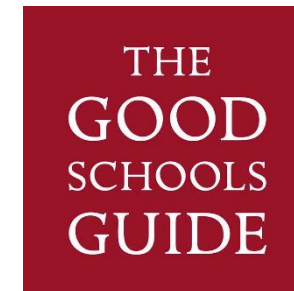**DEVELOPMENT PLAN 2023-28 *v3 (April 2023)***

Vision 150 – *'Building Foundations to Flourish'*

Mission Statement

Ipswich High School (IHS) is a historic and highly successful school and we are proud of our heritage dating back to 1878. We recognise the changes that have taken place in our recent history offer unique opportunities to further develop the world class experience we provide for our pupils, such as boys being admitted in 2019 and our boarding houses opening in the same year. By 2028, our school will have continued to support pupils to make excellent academic progress through a bespoke and connected curriculum and they are immersed in an innovative, high quality enrichment programme that will give them the skills and confidence to grow; we have a love of tradition and a passion for progress. Our award winning boarding houses are thriving, with pupils from the UK and overseas making a happy global community firmly rooted in Suffolk. We are a friendly, kind and inclusive community within which we all demonstrate our core values every day. Wider developments across our historical campus, Woolverstone Hall, will further enhance the opportunities that we can offer. IHS is well know locally and internationally for offering boys and girls, from 3 to 18, day pupils and boarders (11-18), the very best foundations to flourish.

Our Aims

At Ipswich High School, we understand that the world today requires young people to be so much more than simply good at passing exams.

As a school, our vision is to prepare our pupils to thrive in the 21st Century by using their talents to improve the lives of others and through doing so, make their own unique mark on the world.

This is achieved by:

Developing individual academic excellence at every level with a focus on fostering a love of learning and perseverance.
1. Having a broad, versatile and forward thinking curriculum supported by an extensive and purposeful enrichment programme.
2. Enabling pupils to connect meaningfully with individuals and communities locally, nationally and internationally.
3. Providing extensive opportunities for our pupils to develop leadership skills, as well as serving others.
4. Developing resilience, the self-confidence to stretch themselves and encouraging acceptance of challenge.
5. Being ambitious in all that we do and not setting limits on what our pupils think they can achieve.
6. Regularly celebrating the individual and collective achievements and efforts of our pupils.

7. Placing a strong and continued value on the importance of kindness and compassion for others.
8. A strong belief that Ipswich High School is the best choice for your child's future.

School Aims

By the time students leave our school they will be:

Inspired – to have discovered and become the best version of themselves and to have already played an empowering part in our local and wider communities.

Happy – with who they are now and feel equipped for the world they are entering.

Successful – having achieved outcomes that are beyond what they previously thought were possible.

Information about the school (Correct as March 2023)

Established: 1878

Co-educational from: 2019

Number on roll: 502

Number of Prep pupils: 137

Number of Senior Pupils: 365

Number in Sixth Form: 74

Number of boarding pupils: 10 (full boarders) 12 (flexi boarders)

Linked Documents:

1. Vision 150 booklet – in development for June 2023
2. Wellbeing Development Plan
3. Safeguarding Development Plan
4. Boarding Growth Plan – in development for Sept 2023
5. Marketing Strategic Plan – in development for Sept 2023

Notes

The structure of this plan mirrors the ISI Inspection framework for ease of use. As this framework is due to change in April 2023, the structure of this plan may need to be amended.

The SIP is a 'live' document and as such will be updated, amended and added to as priorities emerge

Progress and key deadlines will be monitored by the Head and populated by SLT via a live spreadsheet

KIP 1 – Quality of Education: Curriculum

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Links
Create a Curriculum Approach/Policy with clear intent for whole school 3-18, this will include connectivity of the curriculum from Prep-Senior. **For all Senior Depts to write SOW/Curriculum Maps based on the agreed proforma which reflect the overall school curriculum policy and intent.** **All students will follow a curriculum that stretches them; is suited to them as an individual and meets their aspirations so that they are able to successfully progress beyond IHS**	Ensure that the curriculum meets the needs of all pupils, including those with SEND. Make sure that all students are fully prepared examinations with a deep knowledge of the curriculum; reinforced by retrieval practice. Staff are supported in the implementation of the curriculum in terms of subject specific CPD, wider networks and resources.	The curriculum in the senior school has not been reviewed for some years. The curriculum in the prep school has been continually reviewed over the last five years and some tentative links have been made with the curriculum in the senior school. SOW are not consolidated in a uniform approach. Curriculum is not yet planned as a through school.	Curriculum model in place that best matches the aspirations of pupils. Each Curriculum area has evaluated and updated its programme of study/curriculum map, there is a consistency of approach, deliberate intent and a connectedness between all key stages. Clear Curriculum Maps are devised and used regularly to support pupil depth of understanding of their curriculum journey.	Staff and pupils are confident about the curriculum and can articulate the learning journey. This would be reviewed in the yearly Dept Review cycle. SOW and Curriculum Maps are in place for all areas (prep and senior) and are reviewed annually as part of the departmental review cycle. QA focusses on issues relating to curriculum development; **intent, implementation and impact.**	MS and AG	GG
Assessment, tracking and reporting system is developed to support student progress **Marking and feedback will be reviewed to ensure a through school approach focussed on**	Ensure the assessment and reporting system clearly planned with a clear rationale and implementation plan and review cycle. All staff are fully trained and confident how to use the new system to maximise student	Data, assessment and reporting systems are different at both schools. 'Insight' introduced in the Prep school in 2022 and is embedded. Go4Schools introduced in	A clear rationale and implementation and review plan is needed for the Senior School to cover assessment, reporting and all elements of Go4Schools. There will be a clear Assessment and Reporting Policy and timetable in place that is	Attainment and achievement for students is high and interventions by teachers, middle leaders mentors and can be more targeted and at an earlier stage. Specific Groups such as SEND	MS	

consistency and supporting pupil progress	outcomes. Parents and pupils understand and support the approach to assessment and reporting so that it helps pupils to make progress. Review and update the marking and feedback policy to agree whole school principles and ensure consistence between curriculum areas.	2022 in the Senior School. This is not yet embedded and there is not a clear rationale and implementation plan in place. Intervention and additional support for students, especially those with SEND in the Senior school lacks clarity in terms of the purpose of additional lessons, issues of curriculum narrowing and measuring the impact of SEN interventions.	effectively communicated to all stakeholders. CPD for all senior staff to understand the above policy and timetable of reporting and assessment. Meetings/training for students and parents to allow them to understand our assessment and reporting process. Staff use a 'common language of assessment'. Review and update the Marking and Feedback Policy New Assessment Policy Pupils and parents understand a common approach to assessment which supports progress A clear, bespoke and measurable approach to intervention, especially to support SEND pupils and those who need different support in English, Maths and EAL.	and EAL are closely monitored with appropriate and measurable interventions put in place for pupils who are under achieving		
Review and develop the IHS Diploma (Woolverstone Diploma?) as Character development and cultural capital programme and transition tool.	To create a bespoke programme that supports and develops our pupils understanding of the modern world, confidence, resilience and leadership.	The IHS diploma is running for pupils in Y6-8 that aids transition and supports engagement with the Enrichment programme	To create and launch a bespoke character development programme for the whole school with elements co-constructed by pupils to better support them for life as they grow up and give them the skills they need to flourish beyond school.	External validation by Character Education Association Pupil voice	MS and AG	
Review and develop 'Generation Next' as a	Review current provision and ensure key areas are currently	Very early days re new head of PSHE and the current	Create a bespoke PHSE, cultural capital and character	Possible external evaluation through the Character	MS	

bespoke Sixth form character development and cultural capital programme – possibly linked to the above?	covered, in line with PSHE action plan. Gather best practice through research and best practice school visits. Devise and roll out of a character development element bespoke to IHS	programme is in its infancy	development programme which acts as a inspiration to our students, uses a range of high quality and inspiration visiting speakers to help ensure that our sixth form students leave IHS ready for the world, opportunities and challenges that lay ahead. Elements of this should be influenced by research and best practice but also by student voice This element of our sixth form offers helps to set us apart from competitor institutions	Education Association. Pupil voice feedback Increased numbers in the Sixth Form		
To review the Enrichment offer to ensure it is an integral part of our curriculum that is broad, innovative and is quality assured to track participation and impact	To further develop our enrichment offer through robust quality assurance, tracking of engagement and student voice. Further develop a link between the IHS diploma, Gen Next and engagement in enrichment activities. To help establish this as an integral part of our curriculum.	A well established enrichment programme runs for two sessions most days. The offer has grown over time. Such an offer is unique locally. Enrichment Two session is a barrier to allowing meetings to be held, especially with middle leaders.	To grow our offer in terms of quality and range. To make links between our curriculum, enrichment and pupil development programmes (rewards, IHS Diploma and Gen Next)	Possible external evaluation through the Character Education Association. Student voice feedback Increased numbers in the Sixth Form	MS	
To review the Sixth Form academic and wider offer to ensure Sixth Form numbers grow due to a clarity of what makes our offer unique in the market place – Create a Sixth form Offer and Engagement plan to boost numbers – Linked	To more effectually define our sixth form offer as something special and distinct from other providers both locally and nationally To grow our sixth form to 100+ including full boarding students from the UK and overseas.	A confused and under sold sixth form offer that does not offer a clear enough alternative compared to other local providers. Small classes and a wide range of A-Level subjects offered.	To offer a unique, high quality academic sixth form experience underpinned by character development opportunities like no other provider locally. High levels of pupil satisfaction, progress and destinations.	Exam results improve – value added and raw results. Sixth form offer is clear and strong helping to position us locally and nationally. Sixth form numbers increase.	DB and IV	

to KIP 7		Issues to do with poor timetabling.	A strong programme for Oxbridge aspiration and applications using alumni and visits that's starts in Y9.			
Undertake a full SEND review to ensure custom and practice offers the best support and life chances to those students with special educational needs	To ensure our provision for pupils with SEND is excellent with highly skills and motivated staff, underpinned with outstanding relationships between staff and stakeholders. Quality first teaching is extremely well supported by the SLT and SENDCo as a whole school priority with embedded CPD to support this.	A period of uncertainty and change has existed for approx. the last year due to staff and leadership changes, this has left the dept in a period of flux with a sense of more unsettled change to come.	A full SEND review to identify WWW and EBI factors. From this, a department development plan is needed to plan for the future to include whole staff training for quality first teaching and how pupils should be supported within the mainstream curriculum and more bespoke approaches such as one to one, small group work and withdrawal from elements of the curriculum. This would link to the curriculum policy (intent, implementation and impact). We should consider specific curriculum provision for those pupils who cannot access the full curriculum, for example, curriculum plus.	Progress data Pupil outcomes Pupil, parent and staff voice Outcome of external review Mile stones set in department action plan	KE	
All students will follow a curriculum that stretches them; is suited to them as an individual and meets their aspirations so that they are able to successfully progress to work or further study. This relates specifically to OPTIONS.	Ensure that the curriculum meets the needs of all students; taking into account performance measures. Make sure that all students are fully prepared for examinations. Staff are supported in the implementation of the curriculum in terms of subject specific CPD and resources with links other wider networks	Broad and Balanced Curriculum. Lack of overall connectivity and consistency. Lack of clarity regarding the aims and purpose of pupils taking some options choices in Y8.	Curriculum model in place that best matches the aspirations of students and national accountability measures. Students take some ownership of their options choices in a way that supporters the wider coherent curriculum.	A clear, updated options process in place for Y9 and Y12 Attainment and Achievement for students is high and their successes ensure that they meet or exceed School targets.	MS	

KIP 2 – Quality of Education: Attainment, Progress and Assessment

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Links
A new assessment, tracking and reporting system is developed to support student progress **Assessment uses a common approach across the school which is reflected in a common reporting policy that celebrates the schools values and is age appropriate in approach.**	Ensure an updated assessment, and reporting system is in place for September 2024 that is clear, has clarity of purpose and does not create unnecessary staff workload. All staff are fully trained and confident how to use the new system to maximise student outcomes. Parents and students understand and support the new/clear approach to assessment and reporting.	Data, assessment and reporting systems are different at both sections of the school. Assessment and reporting in the Senior School has been in flux and lacks a cogent or consistent approach	A full review of assessment and reporting to define our needs and establish the system moving forward. This should include significant reflection on our MIS and policy. CPD for all staff, at all levels to understand how the new systems works and how to get the best out of it. Meetings/training for students and parents. Staff use a 'common language of assessment'. A new feedback and Marking Policy in place for the whole school.	Attainment and achievement for students is high and interventions by teachers, middle leaders mentors and can be more targeted and at an earlier stage. Parents will feedback to us in person and via online survey. Specific Vulnerable Groups (VGs) are closely monitored, especially regarding mobility, SEND and more able. Improved system for work scrutiny will lead to consistently high quality marking and feedback in all areas of the school. Including 'book looks' with the pupils.	MS	GG
Senior School specific accountability measures are used to drive improvement through a VA measure (Y11 and Y13) and also more traditional measures for L7-9 for GCSE and A*-B and A/A* for A-Level and national/local rankings.	A clear QA cycle of results and performance review at dept level is linked to department level improvement planning which itself is linked to wider school improvement planning. This should be focussed on driving up results in Y11 and Y13 to ensure we remain in the highest performing schools in the region.	No department planning or review process in place currently ALIS and MIDYIS data is provided but it is not universally used to drive progress or improvement planning at department level No current wider sense of pupil performance or drive to improve	Results and value added improve year on year.	Results, value added and monitoring of department improvement plans through a Departmental Review Cycle	DB, LM and MS	

KIP 3 – Quality of Education: Teaching & Learning

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Links
Every lesson, every day is… **Focussed** **Interesting** **Engaging** **Challenging** **Linked to the curriculum** **Taught with passion** **Based on positive relationships** **Fosters team work and mutual respect**	Teachers develop their pedagogy through a well-judged use of evidence and the collaborative sharing of most effective practice. Learning walks become common place for all colleagues to benefit from. Teaching to be focussed on common curriculum pathways and engagement. Establish a Learning, Innovation and Teaching Team (LITT). Logging and tracking lesson observations and learning walks on an online platform such as Lessons Learned.	In the senior school, lessons can be very didactic in approach, this is not necessarily a negative factor, but we should consider outcomes, progress and pupil voice to inform CPD. Lessons in the Prep are characterised by engagement, variety and a shared language of learning. There are high levels of challenge in some areas. T&L development is not currently seen as a priority by many. Little engagement in external subject networks or external CPD providers.	Teachers consistently evaluate the impact of their teaching in relation to progress and are committed to refining and sharing this evidence beyond their classroom through collaborative CPD sessions and the LIT Team (Learning, Innovation and Teaching Team). LITT to continue to promote and engage teachers and LSAs with approaches such as Kagan, OLIVI and retrieval practice to promote engagement. Develop learners ability to excel in examinations. Link to post exam analysis in each department. A well planned CPD programme is developed for both schools that includes OLIVI and the use wider subject networks and external CPD (and partnerships with other schools such as the National College). Retrieval practice becomes embedded across the curriculum as a recognised method to support the retention and recall of knowledge in a 'house style'.	Teachers from all subject areas to be involved in Learning Walks. Teaching and Learning magazine demonstrate teacher engagement, research and impact. Use of student voice to assess the impact of marking and feedback. Quality of feedback and marking will be consistent across departments. 'Book looks' embedded at middle leader, SLT level linked to a new QA process. Lesson Observations and Learning Walks show a high degree of engagement, innovation and enjoyment underpinning high levels of progress in the classroom. Lesson observation and learning walks tracked on an online platform such as 'Lessons Learned' to inform planning, CPD and Staff Development days.	LM and AG	GG

Teachers fully engage in personalised CPD to develop their teaching practice and engage with networks in school and further afield to support development in their subject area	Teachers develop their subject knowledge to become inspiring beyond the requirements of the specifications they teach. CPD focus on supporting pupils with SEND needs within the classroom CPD focussed on curriculum planning and intent CPD focussed on developing retention of knowledge through retrieval practice	There was no strategic approach to CPD and a internal published CPD programme that has not taken place in the Senior School this term due to timetabling issues. Some CPD included in Prep staff meetings Membership of some national bodies but limited engagement with their CPD or subject network offer	An increase in teacher involvement in professional associations (EG ISA, Society of Heads, National College, BSA, etc), subject academia and research. A weekly CPD programme to run that includes OLIVI, using in house experts (or similar)training. Engagement with subject networks locally and nationally and support teaching and support staff development via membership of the National College. A CPD approach that includes Prep and Senior staff working collaboratively to support each others growth and confidence	Number of professional memberships and subsequent CPD and best practice links with UK schools grows. Number of teachers attending CPD sessions increases as does the impact in the classroom. Number of teachers engaged in subject networks grows as we develop links across the UK and beyond. A number of teachers engaged with and delivering CPD grows. A research engagement programme, possibly linked with sabbaticals to be developed.	LM
IT development to support teaching and learning, including the roll out of a '1to1 device' programme 7-13.	To adopt a 1to1 computer scheme where all children in the senior school bring their own device to school To improve the IT infrastructure to meet the needs of high quality teaching and learning	We are approaching crisis point in terms of our IT hardware – see separate SWOT analysis and costed plan. A chronic lack of working laptops and broken projectors that cannot currently be fixed	Create a 1to1 device roll out plan and successfully introduce this as an option for year 1 and as an expectation for all new pupils from Sept 2024. Secure funding to support the IT development plan	1to1 devices are used regularly in lessons to support learning Quality of IT kit supports outstanding pupil learning experiences across the school CPD supports staff develop	LH and LM

	CPD for staff to adapt teaching to students having 1to1 devices	or replaced within existing budgets	Staff are trained to adapt teaching to encourage use of 1to1 devices to support learning	approaches to learning that harness 1to1 devices		
Embed retrieval practice and other scholarly practices from Prep through senior to support pupil progress, acquisition, retrieval and deployment of knowledge over time.	To embed retrieval practice from KS2 to Post 16 to help pupils remember more and know more	No collective approach to embedding knowledge Ad hoc, teacher by teacher approach. Some excellent practice in house.	For a collective approach that uses retrieval practice to support pupil understanding and retention of knowledge that aids pupil progress, engagement and understanding	Seen in lesson observations Pupil voice Improved exam outcomes over time	LM	

KIP 4 - Quality of Personal development: Pastoral

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff resp.	IEL Link
All stakeholders will know and understand the meaning of our Core Values and these will be embedded in the work of the School at every level.	To review our core values and how they can be embedded in all elements of our work For our updated 'House' and praise system to reward student achievement under each of our Core Values and for this system to be used as a vehicle to promote and celebrate our Core Values in all areas of the school.	New core values introduced 3 years ago. Limited embedding in the culture or practices of the school. Limited links between rewards and core values. Core values are not regularly referred to in day to day practice and subsequently pupils do not know or understand them. The impact of them is questionable. Are five too many?	Reviewed and updated core values agreed and launched. Core values linked to reporting, rewards, house events, house points, High quality display material to be used to promote and celebrate our Core Values. PLT (Pupil Leadership Team) to promote Core Values by setting an example and arranging events.	Success of the Praise and House system monitored by staff and Student Voice. Evidence for Core Values use clear from Learning Walks, Assemblies, visitors to the school and lesson observations.	DB, KE and LF	KP
House system development through working group (HOH and SLT)	The 'new' House system needs to have a clear strategic plan stemming from a vision and annual programme of events. The House system should promote engagement, our core values, team work, exploration and enjoyment across the whole school.	'New' house system has been in place for 18 months. All pupils and staff are aware of it and some events have created a 'buzz' around it. No clear aims or direction for the house system. Little/No connectivity between core values, rewards and house system. Limited connectivity between house system in Prep and Senior.	House system has a clear vision, rationale and programme that unites the whole school in engaging and fun events. This should promote leadership and team work and link to our rewards system and values.	Publish the vision and programme Pupil voice	KE and TC	

Our pastoral system is focussed on outstanding care and supports students to ensure the best possible progress for all through a shared CULTURE of high expectations **Behaviour is impeccable across the school - Review of behaviour and rewards system to build a positive culture of collective pride** **Pupils are mutual role models and demonstrate kindness, respect and understanding at all times Standards of uniform and sense of collective pride – recognise and celebrate what makes the school special** **Safeguarding is at the centre of all that we do. Systems are robust and information is used effectively to support young people, act quickly and the SG Team are restless in their desire to develop the best possible processes and relationships to support our pupils.**	Shift the culture to one of collective pride and universal high standards Review our approach to rewarding good behaviour (linked to our core values) and introduce restorative approaches to dealing with poor behaviour – this would, in part be based on the work of Paul Dix. The new approach to behaviour would be consistent across the school and embraced by all staff. The new approach would be the result of a behaviour and rewards working group (HOY, SLT and other interested parties). The new approach may be a whole school one – this would need to be initially explored with Prep Leadership Team.	Behaviour and uniform in the Prep is exemplary and systems are well used to support this. A new behaviour system in the Senior school was introduced 18 months ago. This has not been well received by pastoral leaders, teaching staff or by most pupils. Its seen to be inflexible and is perceived to be ineffective. There has been a rise in behaviour incidents, low level vandalism and graffiti in the same period which may or may not be linked to the new policy. However, the issue is growing. Pupils do not universally wear their uniforms with pride Pupils do not universally treat the school campus with respect, although the vast majority do Pastoral leaders work extremely hard to support pupils and their behaviour.	High quality pastoral care and focus on high standards and expectations is in place, especially with regards to the School Uniform and standards of behaviour. A team ethos of collaborative support develops further in the Pastoral Teams. They have been physically given space in the schools to encourage this. Continued QA of the SG team to support them and to ensure ongoing development – this is done is the first instance by the Board Member for SG, Kim Pigram	Fewer behaviour incidents logged. There are no incidents of graffiti or vandalism Improve manners and politeness around the school Students wear their uniform correctly and with pride. Pastoral Leaders closely monitor progress and arrange timely interventions. Area of the schools is set aside as 'pastoral hubs'. SLT offices more strategically placed to support orderly behaviour. The culture of the senior school shifts to one of collective pride and 'buy in'. Random acts of kindness become the norm.	KE and TC	
Wellbeing and safeguarding of all pupils remains the highest	To ensure all systems and processes are fit for purpose for safeguarding pupils.	Wellbeing and SG plan in its infancy.	To make excellent progress towards the goals laid out in the SG and Wellbeing plan	Review of SG and wellbeing plan	KE	

priority						
	To ensure the wellbeing plan in robust and innovative in outlining our approach to supporting wellbeing in the school, this includes working with outside experts where needed.	SG Board member is undertaking regular work with colleagues across the school to audit our processes and support further development Formalised pupil voice is not fully developed	To make improvement based on feedback from the board member for SG To embed pupil voice to monitor attitude to safeguarding and assess the impact of our approach	External verification via the IEL Board and LA. Pupil voice tracked and assessed regarding impact		
Boys integration plan	To plan practically and culturally for the full and successful integration of boys into the school	Boys joined the school in 2019 and are now represented in all year groups other than current Y11. There has been limited formal integration planning either for practical matters (changing rooms, toilets, curriculum etc) or culturally.	Create a 'boys integration plan' to cover all elements of moving to a co-educational school setting; practically, educationally and culturally.	Measured against the goals set in the aforementioned plan. Pupil voice.	TC	

KIP 5 - Quality of Leadership and staff development

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Link
There will be a culture of trust, altruism, communication and collaboration through CPD within the school so that all are able to contribute to the forward momentum of the schools.	Develop a collective, open, forward focussed and supportive 'growth mindset' so that colleagues are empowered to take responsibility for, and enact change in areas that they have responsibility.	Pockets of excellent practice across the schools such as Core Values and Assessment Working Groups and the LITT Team.	All staff feel their ideas for further improvement are valued and are confident that they can contribute.	Year on year improvements to school practice correlates with staff performance as identified through the PM system. Staff are able to articulate that a culture of distributed leadership is growing in terms of working groups, CPD opportunities and impact on areas relative to their roles. Develop 'associate roles' in the schools to offer additional CPD opportunities and temp attachment to SLT. Establish a Middle Leaders peer to peer department review programme, led my middle leaders.	DB and LF MS/DB	JS/CH
To ensure the best possible Inspection outcomes by being 'ever ready' and doing our best for our pupils every day – to foster a 'restlessness' for improvement and growth	Raise achievement in underperforming areas. Redress imbalance between boys and girls achievement and develop a 'culture of aspiration and achievement' in our 6th Form. Ensure that the curriculum allows the schools to be judged 'excellent' Respond quickly and effectively to the new ISI Inspection Framework due	Much work has been undertaken to ensure documents, policies are 'inspection ready'. Support from ISI inspectors in terms of a two day review and compliance checks review	Achievement is high across all subject areas and across all abilities. Safeguarding is excellent, regularly reviewed with robust QA in place through the board and external providers. PHSE curriculum and delivery is high quality and responsive to changing needs of young people. This area needs a specific development plan in place to ensure this is the case.	Examination results and year on year trends demonstrate that the schools are deserving of excellent judgements.	DB, LF and KE MS MS	

	to be published April 2023 Ensure pastoral care, systems and processes support happy pupils at all levels. PHSE is well planned, responsive to modern needs and well taught to ensure pupils thrive personally. Safeguarding continues to be a strength of the school.				TC MS	
The IEL Board plays a crucial role in developing the schools in terms of support and accountability.	Ensure IEL members have a clear understanding of their role so that they can support and hold the schools to account.	IEL board is new in place Sept 2022. IEL board members are linked to areas of the school and visit regularly. Strong links with the Proprietor via the IEL Board	Quality training is provided by AGBIS Board Members play an active and supporting role in the life of the schools and are confident to question school leaders as well as offer support.	Clear links between the IEL board, academic departments and the School Improvement Plan (KIPS). Regular visits logged on visit sheets to feed into board meetings. Visits are tightly focussed on monitoring statuary ands and progress towards the goals set out in this SIP.	JS and CH	
Leadership structures are developed to better serve the demands on the school and vision for the future: 1. **Senior Leadership Team restructure to support the growth of the school and KIPs** 2. **Explore the needs of the school and**	To create a highly skilled, motivated and outward facing group of senior leaders who are focussed on collaboratively achieving the aims set out in this SIP and driving the school forward based on the principles set out in the 'vision 150' document Senior leaders will work seamlessly across the school ensuring	SLT was restructured by the outgoing substantive Head AY 2021/22. There is a need to look at the areas in need of development in the school and match this more closely to an SLT structure moving forward; especially with regard to making links between the Prep and Senior schools and in terms of curriculum planning.	A new SLT structure in place for Sept 2023 Consider how middle leadership structures best support the aims of the school. Included in these will be a clear IHS Leadership 'profile' and set of values.	Structures in place and driving forward the SIP priorities	DB	

how the middle leadership structure best supports this.	connectivity and collaboration are at their heart of all that they do. Balanced decision making with research, best practice and collaboration will help support all school improvement. To agree our leadership principles, linked to our core values	Middle Leadership and the 'extended leadership team' has developed organically and historically. The structure lacks clarity, connectivity and does not always work as one body driving strategic improvement in the school. Some middle leaders feel disenfranchised due to a number of recent and historic reasons. Some excellent practice in subject leadership across the school.				
Leadership development CPD programme for staff	To establish, through external partnerships an accredited leadership programme for staff to support their leadership development	Limited CPD focussed on leadership	To support personal growth and wider school improvement through motivated, skilled middle, aspiring and senior leaders.	Numbers signing up and completing the courses. Impact demonstrated through department improvement and wider school improvement	LM	
The role of pupil leadership to ensure it is joined up across the school (Prep and Senior)	To establish a Pupil Leadership Team (PLT), led by Heads of School (Senior and Prep) with a 'cabinet' of Sixth Form pupils who link to the wider school council and lead on school improvement initiatives, charity fund raising and act as ambassadors for the school.	Established roles of Head of School in the Senior school only. Prefect team that offers some support re lunch duties but does not have a school improvement or ambassadorial role Different school council structures at Senior and prep schools Limited opportunities to lead on 'outward facing' events	Create a joined up, all through pupil leadership structure with clear roles, responsibilities and purpose in wider school improvement, marketing, fund raising and leadership development	New leadership structure in place for Sept 2023. Pupil voice via the new structures	DB and LF	

		No links with the house leaders				
Working Groups 1. **Teaching & Learning** 2. **Behaviour/Rewards** 3. **House system** 4. **Pupil Voice**	Establish voluntary working for each of the four key areas to develop and present recommendations to the Senior Team	Existing T&L group, led by CCM that was recently re launched Lack of buy in re the behaviour system Pupil voice often encouraged, either at a dept level or regarding wider issues on an ad hoc basis. No formal pupil voice processes in place covering the whole school	An agreed T&L 'protocol' for the whole school, including a 'displays' protocol. Review and make recommendations regarding our behaviour and rewards approach To set a vision/purpose and clear programme for our house system that is joined up between Prep and Senior schools To have a clear whole school approach to gathering pupil voice on all key areas across the school, including feedback mechanisms	Protocols/policies in place for all four areas		
Quality Assurance, Improvement Planning and performance review cycle (for the whole school and at departmental level)	To establish clear and robust; QA cycle Results review process Improvement Planning Cycle	No QA processes in place regarding education in the senior school Prep has its own embedded process No wider improvement planned or results review cycle in place	Have the following in place ready for Sept 2023: QA cycle Results review process Improvement Planning Cycle	Records of the three processes Departmental Improvement measured via their action plans and external factors such as exam results and accreditations	DB and LF overview – AG, MS and LM operational	
Review use and impact of SIMS, Go4Schools and Insight to ensure we are using systems in a 'joined up' way to support pupil progress, behaviour, attendance and ensure staff workload is being	Ensure our systems to monitor and support pupil progress and reporting, as well as behaviour and attendance tracking are fit for purpose and joined up between all parts of the school.	Insight introduced in the Prep school two years ago and is work well; supported by staff and parents. Go4Schools introduced in the Senior School (with SIMS also running to support it) at the	Start by clearly defining our requirements. Undertake a review of what is working well and what is not. Draft an options paper for possible ways forward that	Paper completed and presented to SLT by Easter 2024. Next steps agreed at that point.	MS and AG	

managed		start of AY 2022. There is a lack of clarity regarding its purpose and roll out and no clear implementation plan. Whilst there are not formal pupil, staff and parent voice statistics being gathers, there are significant concerns being raised by staff regarding functionality and clarity. Using three systems has cost implications.	consider impact, work load, cost and considerations of parent and pupil perceptions. This must go hand in hand with a review of our approach to progress tracking, assessment and reporting.		
Introduce a transparent, fair pay structure across the school. **Develop a staff 'Charter' or 'offer' to support retention and recruitment**	To ensure that pay structures are fair and transparent. To develop a strong staff 'offer'	No published universal pay structure in place. Lack of transparency over pay. Staff dissatisfaction about the lack of a cost of living pay rise.	Explore having a new pay structure in place Following consultation, settle the 'early leave' question to ensure parity, fairness and flexibility	Pay structure review undertaken and options presented to the board Staff 'offer' or 'charter' to help retain and recruit high quality staff.	DB and LH
To ensure that the traditions of the school are cherished to support the ethos of the community and grow a sense of pride, belonging and of 'family'.	To ensure annual and more frequent events build on our traditions and create a climate of high expectation, pride and community involvement. For example, Speech Day, Parent Ball etc.	Some key events and expectation have been lost in part due to covid measures also due to other changed that have impacted the school in the past few years	A clear, well planned annual programme of events that engage the school and wider community of 'friends' to reinforce and celebrate our ethos and heritage.	To reintroduction of key events as a regular part of our annual programme Re-engage friends/VIPs who have, in the past supported the school	DB, LF and KE

KIP 6 – Quality of Boarding

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Links
Boarding Growth Plan (BGP)	Create a two year Boarding Growth Plan that targets marketing to blended markets online and through an expended network of agents world wide.	Limited marketing No strategy to sell boarding Limited agent network only in China	To gradually extent boarding numbers to close to capacity in the next 5 years. Boarders from a range of nations ensure boarding houses are reflected of a rich cultural diversity and some flexi boarders from the local day market. Attend a programme of boarding fairs in the UK and explore possibility for attending those abroad/developing more links with agents. Consider sort term boarding options for pupils from overseas for 1 term+ contracts. Develop a relationship with Royal National Spring Board and HMC Scholars to take 2-4 assisted place boarders with support of our Trust/Charity.	Boarding numbers to grow Range of countries/areas boarders are from will expand	DB and TC (plus IEL Board; JS and CH)	CH, NT
Boarding integration with the wider school	Events will regularly take place (boarder tasters, stay overs for trips, lunch time activities) to further embed boarding in the DNA of the school	Some events have taken place in the past and these are becoming more common place this AY	All in our community understand the value that boarding offers and the additional opportunities it provides potentially to all pupils.	In the medium term, flexi boarding increases to fill the current capacity	TC	
Staff CPD	Boarding staff are highly trained and receive boarding specific CPD to support their	Some staff have undertaken BSA specific boarding courses	More boarding staff to undertake higher level BSA courses (such as the MA in	Successful completion of BSA courses by boarding staff and clear impact in the boarding	TC	

	development			boarding leadership). Boarding become a strand in the wider school CPD offer	house and boarding house development plan		
Quality Assurance and Boarders Voice	Boarders voice is regularly and robustly capture and tracked against NMS to support ongoing development in the boarding houses	Some systems in place such as the suggestion box and daily conversations.	A clear QA process with pupil voice at its core that links to the boarding house development planning cycle.	A restless continued focus on developing quality boarding	TC	

KIP 7 – Financial Success of the School

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Staff Resp.	IEL Links
Vision 150	Create a clear vision for the school to take us to 2028, our 150th anniversary and beyond. This will also clarify our USPs as a school in a very competitive local market	No vision in place for the school	To create a sense of optimism, belonging, heritage and direction for all stakeholders	A collective sense of direction and shared vision

Easy to 'sell' our 'product' as our direction will be clearly defined, as will our unique selling points | DB | JS |
| **Marketing & Recruitment Plan** | To create a marketing strategic plan with refreshed optics, print media, social feeds, new website, new promotion videos (school and boarding) with a targeted approach for boarding growth. USP must be clear and overtly celebrated to correct misconceptions locally and nationally. | No marketing plan in place

Ad hoc marketing activity

Strong branding

Known locally, but with a confused understanding of what we are and what we offer | A refreshed marketing suit with targeted marketing to grow boarding and continue the growth in day pupil numbers.

Establish IHS as a boarding school in terms of brand awareness, online presence, and attendance at boarding specific national and international events (online/in person) | New and refreshed marketing across all media led to increased brand awareness, an increase in website traffic and an increase in tours and ultimately in pupil numbers | DB/NS | JS and CH |

			Linked to a programme of events held at Woolverstone Hall – see below			
Programme of 'engagement' events set up as symposiums and/or 'festivals'	To develop a programme of outreach enrichment events to bring in more visitors to see/experience our offer	Some recent success with the petting zoo. Home historical precedence; a 'festival' held in the grounds by the GDST Some subject areas such as PE and Science have well established such events.	A well planned, fun and engaging programme of event will help to establish our reputation locally and nationally. Boost Sixth Form numbers Boost boarding numbers Boost local engagement, especially at key access points..	Increased footfall at Woolverstone Hall, more enquiries and an uptick in web and socials traffic.	DB/SLT	
Review of scholarships and bursaries, criteria and programmes to aid school development and growth (ie offering boarding scholarships or Springboard bursaries)	Undertake a full review of scholarships and bursaries – this should include; what we offer, why we offer it and who are we trying to attract. We should also consider the offer we make to scholars – is our offer clearly defined and led? Are scholars celebrated and what does pupil voice suggest? We should consider some boarding scholarships and the possibility of working with other organisations to support routes into boarding.	A range of scholarships and bursaries are offered. At a dept level and wider whole school level, there is some good practice in terms of supporting scholars, but this is mixed. There lacks a clarity of what we offer scholars and what we expect in return	A clear and attractive bursary and scholarships offer that helps to attract outstanding pupils, offers a strong experience and helps to enrich our community	A review offer published Increased applications Successful launch of boarding bursaries and partnership working	DB/LH/SB/SLT	
Five Year Financial Planning	Create a 5 year financial plan that allows timely planning and investment to ensure operationally the school continues to offer a high-quality education in a safe,	The five year plan has been drafted at the point of writing this document.	To future proof as far as is possible, for example regarding energy usage. To build in and mitigate for known changes in spending,	To ensure there are no/few financial surprises this allowing measured spending to ensure high quality education remains our focus.	EH, JS and DB with IEL Board JS and CH	JS/CH

	inspiring, and well cared for environment. Ensure the school is self financing in the long term.		To plan for developments across the campus		
5 -10 year campus development scoping document/'menu'	What could the estate look like in 5-10 years? What are our development priorities and what benefits would they bring?	Several capital investment plans have been costed	Create a 'menu' of investment and enhancement options with related benefits document for the proprietors.	See long term investment both enhance our offer and pupil experience but also support other revenue streams.	
To do more to ensure we are acting in a sustainable manner	To reduce our energy consumption and explore green alternatives	We use mixed fuel sources to power the school; mainly gas, oil and electricity. Initial meetings have taken place to consider moving to a solar power infrastructure and roll out of LED lighting across the campus	A solar solution scoped and installed Full switch to LED lighting	Instillation of solar energy generation infrastructure in the school	EH/KS	JS
Forward Maintenance Register/Assessment Management	A long term, RAG rated FMR/Assessment management register is created to proactively manage maintenance in the long term	Maintenance is planned and driven by budget constraints.	To ensure that spending is targeted at the most vital areas and longer term, proactive planning ensures that issues are solved before, where ever possible, they become significant risks.	On going improvement celebrated and recognised across the campus	KS/EH	JS
Income Generation Plan (IGP)	To create an IGP to maximise income to support the school and specific projects; for example, Vision 150, coronation garden etc.	Much work has been done to maximise income from the Hall and grounds, for example, Woolverstone weddings. No sponsorship deals are in place to bring in additional income and we have no preferred sponsorship partners.	Create sponsorship packages for different projects. For example, bronze, silver and gold. Specific opportunities to sponsor events/activities/campus investment. For example, sport events (banners) or 'buy a brick' for building projects	On going improvement celebrated and recognised across the campus and additional income generated to support this	EH/DB	JS/CH

Note: the row with EH/KS and JS values aligns to the last two columns. The Forward Maintenance row has KS/EH and JS. The Income Generation row has EH/DB and JS/CH.

Sixth Form Offer and engagement Plan	To create a unique Sixth Form offer that is clearly communicated and marketed to celebrate our USPs to increase numbers in the Sixth Form. To also establish a range of innovative a market leading access/enrichment/academic days/activities to introduce our Sixth Form offer to pupils lower down the school and in other schools.	A range of activities, taster days, subject based activities already happen. The Sixth Form offer in our marketing material is out of date and needs some work to focus on USPs and bring in line with the wider school vision.	Create a market leading Y9 'Master class programme to engage Y9 students from a range of schools locally to develop skills in STEM, Arts, Sport and Humanities which could also include a 'festival' type event Ensure we offer a range of trips and overseas enrichment, for example, world challenge and a residential visit to China.	Increased uptake in the Sixth Form An established range of engagement activities to open minds to our sixth form.	IV/DB
Development of a strong Alumni programme	To ensure that alumni routes are clearly sign posted, celebrated and nurtured To support Alumni events and involve alumni in school events; for example as mentors To develop alumni sponsored scholarships and school development projects To significantly increase alumni involvement	Three alumni neworks in existence – IHS Old Girls, Woolverstone Hall Boys and new network, Woolverstonians? Alumni PT officer in place who produces a newsletter. Limited connectivity between the groups Limited funds raised for projects Limited events arranged	Three thriving networks that work together to support the community and school. A programme of events, supported by the school to raise the profile and further engage alumni A range of fund raising activities to support projects in school and the wider alumni networks Improved awareness and supporting programme for the 'new' alumni network to recruit active members	Improved links between networks through Alumni officer, other staff and the Head attending meetings Growth of all three networks Expanded events and fund raising activity Increased involvement	DB, EmJ and NS

Appendix 1 Department Development Plan (blank form)   **Name of Dept:**   **Date:**

This should be completed following the post-exam results meeting with the Head and a copy given to the Head (via his PA), your departmental SLT link and should be discussed in detail with your whole team. It should be reviewed at least termly at Faculty meetings.

Each Key Indicator of Performance (KIP) should mirror whole school priorities as well as specific issues at departmental level. Please be concise and remember to consider carefully how each outcome will be achieved and measured (impact and evaluation). Please feel free to add additional rows or delete as needed. All KIPs may not be relevant to your department, but your plan MUST include KIPS 1, 2, 3, 5 and 7 and a minimum.

KIP 1 – Quality of Education: Curriculum

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 2 – Quality of Education: Attainment, Progress and Assessment

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 3 – Quality of Education: Teaching & Learning

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 4 - Quality of Personal development: Pastoral

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 5 - Quality of Leadership and staff development

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 6 – Quality of Boarding/Boarding development

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

KIP 7 – Financial Success of the School

Strategic Intent	Priorities	Current	Desired Outcomes	Impact and Evaluation	Responsibility

Appendix 2

SLT From Sept 2023

Dan Browning (DB) – Head
Lisa Finch (LF) – Head of the Prep School
Kaye Extance (KE) – Head of the Senior School (DSL and EVC)
Elizabeth Hill (EH) – Head of Operations and Finance
Alex Gwynne (AG) – Deputy Head of the Prep School
Tom Collishaw (TC) – Director of Boarding and Pastoral
Mark Speakman (MS) – Director of Curriculum and Achievement (Including Enrichment)
Laura Massey (LM) – Director of Teaching and Learning (including CPD)