



Ilkley Grammar School Five Year Strategic Plan 2022-27

ILKLEY GRAMMAR SCHOOL – AMBITIONS FOR THE FUTURE 2022-27		
GROWING IN WISDOM AND STATURE		
EXCEPTIONAL CULTURE Strengthened by community	A WORLD-CLASS EDUCATION Empowered by knowledge	TRANSFORMATIONAL LEADERSHIP Driven by a shared, moral purpose
Whole school culture is built on the core values of the school: respect, courage, responsibility, kindness, resilience, and pride . This promotes positive relationships, interactions and honest dialogue which support positive mental health and wellbeing. Care and consideration for individuals are at the heart of our daily practices.	All students have the currency of choice for their futures. Students are inspired by a world-class, personalised curriculum which provides access to rich and “powerful knowledge” immersing all students in “the best that has been thought and said”. All students appreciate and respect the power of the written and spoken word to master language and emotional, intellectual, and cultural literacy.	IGS is firmly established as a beacon of outstanding, northern comprehensive education, taking pride in sustained high performance and exceptional student achievements. Standards are benchmarked against national and international measures of excellence, learning from the very best schools and organisations to support and drive continuous and sustainable school and system improvement.
A vibrant, accepting, cohesive, and safe school community is cultivated which celebrates kindness and actively promotes respect , equality, and diversity. All members of the school community thrive in a positive culture, where everyone’s voice is heard, free from discrimination and prejudice.	Staff take responsibility for, and are committed to, tackling social disadvantage, understanding that education has the power to transform lives, enabling students to have a “seat at the table.” Through the use of evidence, trauma-informed practice and a world-class curriculum, barriers to social justice are removed. As a result, the opportunities, outcomes, and life chances of the most vulnerable students are improved so they achieve their Personal Best and have a strong sense of personal pride .	Leadership is inspirational, evidence-informed and values driven with high levels of support, trust, and professional challenge. Leaders lead with courage and integrity, making decisions based on the very best interests of students and staff. They engage positively with staff to improve workload, focusing on what is proven to make the greatest difference to students’ learning and experiences.
Students are empowered to take responsibility for their own behaviour, demonstrating an unwavering respect for themselves, others, their environment, and community. Relationships between staff and students are built on the school’s core values which are modelled, promoted, and celebrated by all. There is a strong culture of equity where staff know, care for, and champion each student.	Students are nurtured to become metacognitive, expert scholars who can build connections to make new learning meaningful and durable. Students demonstrate resilience when faced with challenge and hard thinking; they are motivated to approach learning with courage and critical curiosity. Teachers apply cutting-edge research from cognitive science to classroom pedagogy and curriculum design to allow students to develop memory and regulate their own learning.	Leaders take responsibility for using resources wisely, efficiently, and strategically, maximising their impact through a consistent focus on the quality of implementation and careful management of the pace of change. Leaders hold themselves and others to account for the responsibilities they hold and model and build resilience .
Exceptional, evidence-informed pastoral care, robust safeguarding practices, outstanding Relationships, Sex and Health Education, and support for students’ mental and physical health, attendance and wellbeing ensure all students feel safe, valued, nurtured, and respected as individuals.	The learning needs of all students are met through a truly inclusive curriculum and a focus on ‘how students learn’. We know all of our students, respect their individual needs and differences, investing in high-impact strategies and resources to remove barriers to learning. As a result, students with SEND thrive and our mainstream and additional resource provisions have a growing reputation for excellence. We play a leading role in regional networks, taking responsibility to build expertise and capacity and to contribute to a more inclusive and fair system.	Collaboration, teamwork, and mutual respect are championed at every level, forging, developing, and maintaining parent, local, national, and global partnerships and networks for the benefit of our students and the wider Ilkley and Moorlands Learning Trust Community. Leaders have an influential voice within and for the Trust and at a regional and national level.
Students recognise and harness the power of their voice to question and think critically about the world around them. They have the courage to make a positive difference, taking responsibility to speak up and to speak out to enact positive change for themselves, others, and wider society and refuse to be bystanders in the face of injustice.	A world-class post-16 curriculum combines with unparalleled personal development opportunities to provide life-changing experiences. IGS students are empowered to progress onto exciting and varied destinations of their choice, including the most competitive, where they flourish. They look back on their time in the Sixth Form with pride and willingly return to IGS as highly skilled and articulate alumni who further enrich our community.	Governance is robust, strategic, and ethical, harnessing expertise from a range of sectors. Governors use a network of experts and research, draw on their broad skill base to support and challenge school leaders, and have the knowledge and confidence to be courageous . Governors embody the school values to achieve an ambitious shared vision and are committed to an effective, honest, and respectful partnership with school leaders to drive aspirational school improvement.
Students feel a strong sense of belonging, responsibility , and pride in their school and local community. They are willing to invest in, and contribute to, the school’s ever-growing success and exceptional reputation. Students develop a strong affiliation with the school and what it stands for and are eager to take responsibility to represent the school and the wider community positively as student leaders and ambassadors.	Exceptional talent is attracted, harnessed, developed and retained through investment in ambitious career pathways and aspirational staff development opportunities for all. Staff feel valued and respected , with access to excellent professional development and supportive networks. They are encouraged to take responsibility for, and influence, their professional growth and learning and have opportunities for progression at IGS and/or across Moorlands Learning Trust.	IGS has exceptionally strong financial resilience and an informed, confident, and robust approach to risk. Self-generated income is maximised in order to make a positive difference to the school, wider community, and future generations. There is continued and relentless investment to improve the school buildings so that the facilities and learning environment mirror the exceptional quality of the IGS community and instil a strong sense of pride .
Memorable and transformative opportunities and experiences of the real world at a local, regional, national, and international level are further developed, broadening students’ horizons, encouraging ambition, stimulating their imagination and curiosity, and building resilience . As a result, students are outward-looking, open-minded and have the knowledge, skills, and experiences to engage as active, influential, respectful , and responsible citizens.	Our world class education is rooted in research that focuses on ‘the best bets’. Evidence-informed thinking is embedded and respected in the professional culture of the school, pervasive in decision-making and there is a clear link between research and whole-school priorities and improvement. Staff take responsibility to engage positively and proactively with research, having the courage to produce research and share knowledge beyond the school and Trust. This leads to outward-facing opportunities to collaborate, share best practice, and grow reputationally as a centre of excellence.	An unwavering commitment to sustainability runs through all aspects of the school’s work. Projects are planned and implemented to systematically reduce our carbon footprint and take responsibility for the environment. Members of the school community are exceptionally well-informed and collaborate with external partners, empowering all to take action as leaders of positive change to make the world a better place.
 <p>ILKLEY GRAMMAR SCHOOL A MOORLANDS LEARNING TRUST ACADEMY</p>		 <p>Moorlands Learning Trust</p>