



Isle of Wight Education Strategy

A cradle to career approach

2024 to 2030

Draft – July 2024



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If you have difficulty understanding this document, please contact us on 01983 821000 and we will do our best to help you.

The voice of children and young people

We asked Isle of Wight children and young people what they value and want in an education system.

"More opportunities to have a larger friendship group."

"How the teacher helps you and others and support like ELSA is important."

"Trips and swimming lessons, lots of opportunities and get to go to London. Use the minibus, and it is an important resource that some schools can't afford to have."

"I think that it was nice that we come up with the ideas instead of all the adults making up the ideas for our future."

"Important for the school to look nice and be safe."

"Environment you are in when learning, if you don't feel comfortable you are not going to be happy."

"Build schools away from factories and building sites as they could affect the learning and pollution."

"Extra curricular activities like sports, languages and cultures are important."

"Thank you for the opportunity to share the views of a home educated young person."



Foreword

Councillor Jonathon Bacon

Lead Member for Children's Services



I am very pleased to have been asked to pen a few words to introduce our new Education Strategy. I think this is a strategy that has been needed for a long time and this year, with the Isle of Wight Council recovering sole responsibility for children's services on the Island, we have been provided with the perfect opportunity to bring it forward. There are increasing challenges across the education field that need to be addressed and so it is essential that we have a clear overarching strategy to ensure that all sectors are borne in mind when decisions are being made.

In addition the aim of the new strategy is to ensure that this is done with the key focus being upon ensuring the best possible provision for all our young people to enable them to access the best possible opportunities as they prepare for adult life.

Ashley Whittaker

Director of Children's Services



Every child growing up on the Isle of Wight deserves access to a high quality education, whatever their needs and circumstances. Education empowers children with the knowledge, skills and critical thinking abilities that are necessary for personal development. It promotes social mobility, reduces inequality, and encourages the cultural understanding and tolerance needed to foster a more inclusive and cohesive community. Education equips children to grow into happy and successful adults who can make a positive contribution to society.

Our children are the Island's adults of the future, and the Island needs a future workforce that is able to adapt and innovate for whatever that future might bring. Ultimately, a high quality education is a key building block for a future that is better for individuals and society as a whole. This is why a new Island education strategy, that guides us to the next decade, is so important. Working together across the wide range of organisations involved, and in collaboration with families, and with children and young people themselves, we will deliver on our shared commitment to fully unlock the potential of the Island's children and young people, and allow them to truly thrive.

Naomi Carter

Service Director for Education, Inclusion and Access



We have the opportunity to shape a new vision for the Island, based upon the Island's context and the needs of the Island's children and young people.

We have much to do, working closely with all stakeholders and partners to ensure that we provide the very best for our children and young people. We are determined to improve the school system and I want us to be nationally recognised for the quality of education and the work we do. Outward facing but recognising the unique qualities of the Island, to ensure we utilise the very best in education theory and practice. We will never shy away from challenging conversations and decisions, putting children at the centre of our choices.

We are determined to make a difference and ensure the Island's education system flourishes.

Executive summary

We are proud to launch this education strategy that describes the aspirations and work of the Isle of Wight Council children's services department to build a world class education system for children and young people on the Island from birth to the age of 25. Being in a unique position of establishing a new leadership approach in February 2024, we are seizing the opportunity to be ambitious. By 2030, our vision is that: **all children on the Isle of Wight will be equipped with the skills and aspirations to access opportunities of their choice.**

Recognising and valuing the diversity of the 18,000 plus children and young people in education on the Island, our ambitious strategy has been informed by deep collaboration with a variety of key stakeholders who share our commitment and passion to make a positive difference to their lives. We will work to ensure the issue of surplus places across the school system are addressed. This strategy is underpinned by five priorities that will support the achievement of our vision into the next decade creating a cradle to career approach:

- **High aspirations from all and of all.**
- **Enriching curricular experiences with meaningful pathways into adulthood.**
- **High quality special educational needs and abilities provision on Island for children and young people.**
- **A well-trained workforce, with a range of continued professional development and clear career routes.**
- **A sustainable education infrastructure.**



Our priorities will be supported by the council's values, ensuring our judgment, decision making, and behaviour meet high ethical standards.

Articulating what success looks has been critical within the strategy and will be monitored bi-annually by a robust governance framework where children and young people are at the heart of all we do.

Our strategy acknowledges the uniqueness of the Island and being recognised as an UNESCO biosphere. The council is committed to net zero across the school estate by 2035, allowing children and young people to recognise the importance of protecting their environment and engage as champions to build a more sustainable future.

Why an education strategy for the Isle of Wight?

This is an exciting time for the Isle of Wight and the ideal opportunity to build a world-class education system for the Island. The new education, inclusion and access department has led on the development of an ambitious vision for the Island. We have worked closely with our school leaders and communities, including children and young people, to understand what is important to them. We will work to address the surplus places across our school system and ensure we provide enough schools places for all of our children.

To achieve our vision, we have identified, through working collaboratively with our stakeholders, the following five priorities. The education strategy will be based around these:

- **High aspirations from all and of all.**
- **Enriching curricular experiences with meaningful pathways into adulthood.**
- **High quality special educational needs and abilities provision on Island for children and young people.**
- **A well-trained workforce, with a range of continued professional development and clear career routes.**
- **A sustainable education infrastructure.**

We will review this strategy every two years to ensure it is sufficiently focused, and to re-align our priorities.

How we developed our education strategy

We engaged with a variety of stakeholders, through a number of different activities, in order to develop this education strategy:

- We met with a range of children and young people to gather their views.
- We asked headteachers for their views.
- We surveyed the public.
- We met with governors and asked for their views.
- We asked our teams for their views.
- We held a range of public meetings.
- We asked for free text responses via email.
- We visited every school.

Our education strategy, will be followed through by us living out the Isle of Wight Council's values.

Being community focused

Wherever possible, putting the needs of our residents first.

Working together

Engaging realistically with partners to make the most of integrated working, helping communities to help themselves and being a strong council team that delivers on these values.

Being effective and efficient

Being the best that we can be in how we organise and deliver our services, using all our limited resources wisely and carefully, and getting on with things where we can.

Being fair and transparent

Making decisions based on data and evidence and in an open and accountable way.

Context of the Isle of Wight

Children and young people on the Island

- 18,181 children and young people in education on the Island, including in early years
- 1,646 in early years
- 8,537 in primary
- 6,308 in secondary
- 1,290 in all-through
- 307 in special
- 93 in a pupil referral unit
- 4,229 (25.6%) are pupil premium
- 4,101 (24.8%) receive free school meals
- 2,488 (15%) at special educational needs support
- 1,635 (6%) with an education healthcare plan
- 944 (5.7%) are children with a social worker
- 795 (4.8%) have English as an additional language
- 723 (4.4%) are children in need
- 650 (4%) are electively home educated
- 221 (1.3%) are child protection
- 146 (0.9%) are looked after children
- 86 (0.5%) are service children

The school system

- 37 primary schools
- Six secondary schools (four with sixth forms)
- One all-through
- One primary special
- One secondary special
- One pupil referral unit
- One college
- Two independent schools
- Two independent non-maintained special schools

The rich tapestry of our Island schools:

- four of the above are Catholic schools
- 11 of the above are Church of England
- two of the above are shared denomination
- There are seven academies
- There are six federations of the schools above

Outcome measures

Ofsted

- 77% of all schools are good
- 79% of primary schools are good
- 67% of secondary schools are good
- 100% of special schools are good
- 100% of pupil referral unit are good
- 0% inadequate schools

Attendance

- 94% primary attendance
- 90% secondary attendance

Pupil outcomes

- 70% good level of development
- 75% phonics*
- 52% key stage 2 combined*
- -0.24 progress 8
- 41 attainment 8
- 58% basic 4+
- 36% basic 5+
- 2.7% not in education or employment
- 89% offers made as part of the September guarantee

Early years providers

- 47 pre-schools
- 30 childminders
- 23 standalone holiday playschemes and out-of-school clubs
- 13 primary schools with nurseries

*These are the percentage of pupils who achieved the expected standard

Isle of Wight education vision

By 2030, all children and young people on the Isle of Wight will be equipped with the skills and aspirations to access the opportunities of their choice.

Better learning

More experiences

Improved outcomes

A school system built to last so our children can thrive.

A school system the right size and shape for all children and fit for the Island's needs.

A school system for the Island's success.

1

High aspirations from all and of all

2

Enriching curricular experiences with meaningful pathways into adulthood

3

High quality special educational needs and abilities provision on the Island for children and young people

4

A well-trained workforce, with a range of continued professional development and clear career routes

5

A sustainable education infrastructure

A cradle to career approach



How will we know when we have achieved our vision?

Our vision is that by 2030, all children and young people on the Isle of Wight will be equipped with the skills and aspirations to access the opportunities of their choice.

Priorities to achieve the vision

High aspirations from all and of all

We will know when we are successful because:

- The Isle of Wight becomes a beacon of good practice nationally.
- The Isle of Wight is at or above national educational benchmarks, such as examination outcomes and Ofsted across the Island, and in places exceeds them.

Enriching curricular experiences with meaningful pathways into adulthood

We will know when we are successful because:

- All children and young people have clear curriculum pathways.
- All children and young people will have routes into a career or training of their choice, on the Island.
- All children and young people have clear curriculum pathways, including vocational options.

High quality special educational needs and abilities provision on Island for children and young people

We will know when we are successful because:

- All children and young people's needs can be met on the Island, through high quality inclusive teaching.
- The Island is recognised nationally for its special educational needs and abilities provision.

A well-trained workforce, with a range of continued professional development and clear career routes

We will know when we are successful because:

- People want to come to the Island to work in our school system.
- We have well-trained, well-qualified staff who are nationally recognised.
- Career pathways enable staff who want to, to climb the career ladder.

A sustainable school system

We will know when we are successful because:

- All our schools are financially sound.
- All children and young people have an appropriate place for them in our schools.
- The majority of children and young people with special educational needs and abilities are able to stay on the Island.
- Our schools are nationally recognised for their 'green' credentials.
- Created a cradle to career approach.

Priority one

High aspirations from
all and of all



Overview of priority one

High aspirations from all and of all

Children's outcomes (attainment and progress)

What success will look like:

- Children leave school being able to read, write and add up.
- Children and young people leave school with 4 good GCSE passes.
- Children and young people from disadvantaged backgrounds will achieve in line with their peers.
- Children and young people with special educational needs and abilities, achieve at an appropriate pace.

School outcomes (attainment and Ofsted)

What success will look like:

- All children will be able to attend a good or outstanding school or provision.
- Outcome measures are at or above national educational benchmarks.

Attendance

What success will look like:

- Attendance is in line with National figures.
- Children and young people who, because of exclusion, illness or other reasons, struggle to attend school are supported with their attendance.

Positive relationships (suspensions and permanent exclusion)

What success will look like:

- A secure climate for exemplary behaviour by pupils.
- The prevalence of pupils from vulnerable groups suspended or excluded will be reduced.

Elective home education

What success will look like:


- Children and young people will have access to an education that is suitable to their age, ability and aptitudes and progress will be made (DfE guidance).
- Robust monitoring ensures children and young people who would be better educated within a school setting are offered this and supported to transition into a school.

How are we going to achieve priority one

High aspirations from all and of all

We will:

- Provide both universal and additional support for a child's first 1,001 days, through the network of family hubs and the specialist services they connect with.
- Collaborate with partners and early years providers to promote school readiness.
- Support all early year's settings to develop a broad ambitious curriculum underpinned by strong foundations to secure the developmental basics, which prepares each child for their next stage of learning.
- Work with schools and settings to monitor, challenge, and support in order to raise attainment.
- Promote ideas and systems that have proven track records in raising attainment and delivering deep learning to children.
- Support teachers with pedagogical strategies to manage pupils' learning behaviour within the classroom, which recognise impact on wellbeing and mental health.
- Monitor attendance and progress of our children in need so that we can best understand their needs and plan effective measures of support.
- Construct a new framework for working with schools and settings to enable a strong community of learning in which schools deliver great outcomes for children.
- Support collaborative work for training, transition between schools, and sharing best practice through the Virtual School, inclusion team, and multi-agency forums, so that our children benefit from teachers and practitioners who work together to support each other and share knowledge and expertise.
- Recognise the impact poor attendance and regular absence has on children's safety, attainment, and behaviour. A key priority on the Island is to ensure that all pupils attend school regularly. We will work with colleagues in schools and children's social care to ensure families are supported where their circumstances create a barrier to attendance.
- Collaborate with schools and behaviour hubs to strengthen and outline approaches to behaviour, interventions and services. Supporting early years settings and schools to ensure the needs of all children and young people are identified early, understood, and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.
- Facilitate peer review as a supportive process focussed on using the professional expertise of school leaders to help schools reflect on their improvement journey, celebrate success and share experiences.
- Encourage the development of parent, carer, and teacher associations (PTA) and other school and community groups.



Priority two
Enriching curricular
experiences with
meaningful pathways
into adulthood

Overview of priority two

Enriching curricular experiences with meaningful pathways into adulthood

Transitions (at all points in a child's education)

What success will look like:

- All children and young people will be equipped with the skills and experiences to prepare for the next phase in their learning journey.

Broad curriculum offer, including vocational and linked to careers on Island

What success will look like:

- Children and young people benefit from a range of curriculum options, which are better suited to meet their needs.
- Schools offer a broad and balanced curriculum, including vocational opportunities.

Robust career advice and guidance from an early age

What success will look like:

- Children and young people are exposed to high quality career experiences and guidance from an early age.
- Children and young people are able to navigate successfully into the career pathways of their choice.

Post 16 offer, for all young people

What success will look like:

- Children and young people have a range of career options available to them on the Island.
- Children with special educational needs and abilities will be supported to achieve and have clear pathways into adulthood.
- Children and young people are aware and supported into the next steps of their education or training.

Develop the curriculum outside of school, based on the natural environment and linked to their communities

What success will look like:

- Children and young people will have the opportunities to appreciate all that the Island has to offer and how best to look after their environment and communities.
- Children and young people will learn about how to be financially responsible.
- Children and young people can safeguard themselves and others.

How we are going to achieve priority two

Enriching curricular experiences with meaningful pathways into adulthood

We will:

- Support young people so they are aware of the variety of post-16 pathways which help address local skills needs and prepare them for the next stage in their education and adult life.
- Partner with settings, schools, and colleges to provide effective transitions at all stages.
- Further develop our Island-wide partnership approach across all phases of education to provide young people with access to clear pathways that link education to the world of work in a way that is relevant to the local labour market, including regeneration and investment programmes.
- Identify good practice in incorporating specific life skills into the curriculum (e.g. managing personal finances and share across schools).
- Continue to develop the supported internships and traineeships programmes to provide more young people with Special educational needs and abilities with the skills they need to secure and sustain paid employment.
- Establish an initiative for students to work more creatively beyond their school walls by creating experiential opportunities to learn about the world of work or social action, including volunteering.
- Provide further opportunities for schools to share and develop their PSHE and safeguarding curriculum ensuring pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- Develop a wide range of opportunities within and outside of the curriculum that inspires children and young people to be physically active, including promoting active classrooms.
- Strengthen careers advice in schools, links to employers and establish partnership working designed to smooth the transition from education to employment.
- Develop opportunities to consider the impact of sustainability through climate education, green skills and career opportunities.
- Through our robust system of challenge and support, ensure that every school has a well designed and sequenced curriculum which builds knowledge in a broad range of subjects.
- Encourage community groups to support with additional curricular experiences.



Priority three

High quality special educational needs and abilities provision on Island for children and young people

Overview of priority three

High quality special educational needs and abilities provision on Island for children and young people

A comprehensive ordinarily available provision offer

What success will look like:

- Parents are confident that local mainstream schools are identifying and meeting their children's needs through the early identification of special educational needs and abilities and ensuring timely access to relevant support and intervention.

High quality outreach

What success will look like:

- Schools can access high quality outreach which ensures they have well trained staff, who can meet the needs of all children and young people.

Compliant statutory services

What success will look like:

- Our special educational needs services are able to meet and exceed our performance indicators.
- High quality advice and guidance, leading to parental confidence in the system.
- Parents and carers have confidence in the system.

High quality special support (occupational therapy, speech and language, educational psychology)

What success will look like:

- A range of high quality advice, from a range of sources supports the statutory process.
- Children and young people benefit from more specialist support.

Robust commissioning arrangement

What success will look like:

- We have clear commissioning arrangements in place which support all children and young people.
- Through better commissioning, external parties pay their share of the costs.

How we are going to achieve priority three

High quality special educational needs and abilities provision on Island for children and young people

We will:

- Develop and continually update our ordinarily available provision.
- Enhance joint commissioning of support between education, health and care services for children with special educational needs and abilities to ensure services work together effectively.
- Ensure all children have access to an educational setting that is appropriate to their needs.
- Challenge to raise aspirations and ambitions for all children and young people, dispelling misconceptions by supporting children and young people to achieve their goals.
- In partnership with schools and children's services, be aspirational for the outcomes for children looked after.
- Listen to children's and their families' voices to get the right support and help at the right time.
- Collectively act as champions for vulnerable children when we recognise that they are not being served.
- From the earliest point in a child's life, provide families with timely access to support so their experience improves, and the needs of their children are identified early and effectively met.
- Incorporate the views of children and young people with special educational needs and abilities, children looked after and children with a social worker in order to minimise barriers to learning and ensure the holistic development of children and young people.
- Through training and development, maximise the effectiveness of high quality inclusive teaching and assessment to promote swift identification of need and target appropriate, evidence-based intervention.
- Collaborate with settings and schools to ensure quality transition for all pupils at each key stage, with the opportunities for personalised programmes where needed.
- Ensure schools are fully aware of their responsibilities to keep all parents and carers informed of their child's progress when they are falling behind and what is being done to address this.
- Ensure we have a robust outreach offer which supports the whole system.



Priority four

A well-trained workforce, with a range of continued professional development and clear career routes

Overview of priority four

A well-trained workforce, with a range of continued professional development and clear career routes

Recruitment (local authority and schools)

What success will look like:

- Schools are able to recruit the best support staff, teachers and leaders.
- The local authority is able to recruit the best staff and leaders.

Retention and wellbeing

What success will look like:

- Schools are able to retain the best support staff, teachers and leaders.
- The local authority is able to retain the best staff and leaders.

Continued professional development for all

What success will look like:

- A successful, robust system of working with schools to ensure standards and training are of the highest quality.
- A comprehensive offer is available to develop the skills of the workforce.

Clear career progression (local authority and schools)

What success will look like:

- There is a clear pathway for all staff to access and follow.

Governor development

What success will look like:

- Governors are able to discharge their duties effectively.
- There are enough governors to effectively govern our schools.

How are we going to achieve priority four

A well-trained workforce, with a range of continued professional development and clear career routes

We will:

- Support school leaders and staff in ensuring a culture to address wellbeing and take account of teacher workload.
- Ensure Island leaders are well supported and developed.
- Ensure a robust system of challenge and support where all teachers work in a good or better setting and a high quality workforce is retained across the Island.
- Collaborate with school leaders and stakeholders to ensure the recruitment and retention of effective practitioners. So that the education system on the Island provides an inclusive education, good outcomes, meets the needs of all children and raises their aspirations preparing them for the next stage in their education and lives.
- In partnership provide a range of evidence based, effective continuing professional development programmes, e.g. support with early careers teachers, quality leadership development programme, national professional qualification, research projects, trauma informed practice.
- Ensure a system-wide approach to whole school development in relation to school staff's special educational needs and abilities knowledge and training received.
- Develop a sustainable model that enables schools to support staff wellbeing in partnership with staff and their trade unions.
- Develop skills, confidence and the possibilities of digital technology as an enabler of learning as well as a tool to reduce staff workload and effect cost savings, through drawing on support from nationally accredited expertise in our schools.
- Increase the diversity of governors to better reflect the school population through targeted recruitment, training and development.
- Work with all schools, settings, academies and trusts to develop a clear protocol to develop strong leadership in schools.



Priority five
A sustainable
education
infrastructure

Overview of priority five

A sustainable education infrastructure

Financially secure schools

What success will look like:

- All schools will be in a balanced budget situation.

Sufficiency of primary, secondary and specialist places

What success will look like:

- All children and young people will have a place in an Island school.
- Sufficient places within specialist provision will be able to accommodate the needs of all children who need it, and have education, health and care plans.

Enabling access to school

What success will look like:

- High quality admission processes, with limited appeals.
- An affordable school transport system.

Capital programme which leads to achieving net zero carbon emission targets

What success will look like:

- Our school estate will be net zero carbon.
- Our children and young people will be educated in high quality learning environments.

Good governance with school improvement and governors of our schools. As well as external governance from multi-academy trusts, Department for Education, and regional director

What success will look like:

- We will have credible consultants and advisors, to support the school system.
- Gaps and underperformance will be addressed through strengthening local area prioritisation and planning in relation to school improvement and outcomes.
- Commercial services to schools provide a coherent traded offer which reflects the changing needs of schools and increased academisation.

How we are going to achieve priority five

A sustainable education infrastructure

We will:

- Work with school leaders and governors to ensure all of our schools are financially viable and benefit from good financial management.
- Work with schools, settings and local political representatives to create and maintain good provision across the Island.
- Ensure all school leaders and schools on the Island benefit from high quality challenge and support, in terms of school improvement and strategic governance.
- Continue to support and challenge schools causing concern and grow capacity to deliver effective support and challenge around quality school improvement.
- Ensure healthy governance across the Island, through governor development.
- Ensure sufficiency of places for **all** children.
- Ensure there are sufficient specialist provision on the Island, in order to provide families with a tailored support that is appropriate to meet their needs.
- Continue and further develop a collaborative system of working with multi-academy trusts.
- Design and deliver a revised strategic school improvement system which reflects a collaborative and system-led approach.
- Use data and local intelligence effectively to identify key strengths and areas for development to enable us to address inconsistencies, share best practice and drive up standards.
- Work in collaboration with schools and academies to provide places for all children in good or better settings and schools.
- Engage with the planned new national and local special educational needs and abilities data dashboards to ensure that the right information is collected in the right way at the right time to enable timely responses to local needs.
- Strengthen traded service to reflect the professional development needs of schools and settings to support improvement across the Island.
- Maintain our school estate to ensure they meet our corporate net zero targets.
- Work with external partners and community groups to support all of our schools.
- Encourage the growth of parent and carer partnerships to support our school system and support all of our children.

Governance of our strategy

These are the various groups and stakeholders we will work with to deliver our vision,



Internal stakeholders

- Isle of Wight Council
- Lead Member for Children's Services
- Policy and Scrutiny Committee for Children's Services
- Corporate Management Team
- Education and Attainment Panel
- Children's Services Leadership Team
- Education, Inclusion and Access
- Leadership Team
- School Forum
- Headteacher Executive Group
- Headteacher Forum
- Schools, colleges, and early years settings

Children and young people

Shared stakeholders

- Special educational needs and abilities Partnership Board
- Safety Valve Board
- ICB and ICS Leadership Groups
- Isle of Wight Children's Safeguarding Partnership
- Children and Young People Trust Board
- Isle of Wight Parent Voice
- Parents and carers

External stakeholders

- Department for Education
- Regional director
- Diocesan's
- Multi Academy Trust
- Ofsted
- National Health Service
- Integrated Care Board

Partnership working

If we are to succeed in our ambitions, then we need to build relationships, with a variety of charities, organisations, town and parish councils, youth groups, businesses, other public bodies and the voluntary sector. We will work with all partners, parents, carers and schools so that the Island's children and young people are able to access educational opportunities beyond those within the school buildings. It is essential for all partners to work together to help achieve our vision.

Effective collaboration and partnership with the Diocesans, Teaching Hubs, Multi Academy Trusts (MATs), standalone academies and all other schools will support raising pupil outcomes, through high support and high challenge.

Partners have a key role in enabling children and young people to be the best they can be. We believe this starts in early years and continues through to their career. Partnership working with secondary schools, colleges, other educational and training providers and local businesses will have crucial roles in ensuring that our young people have meaningful pathways enabling them to be successful in the workplace. This includes working closely with parents and carers.

Alongside our academic ambitions is the need to work with Public Health, the Clinical Commissioning Group and other health partners to prioritise the mental health and wellbeing of all children and young people.



Climate and sustainability



Climate change is one of the most critical challenges facing our world today. By integrating climate and sustainability into our education strategy, we are equipping our students with essential knowledge and skills for the future. Our interdisciplinary approach to climate change education (CCE) runs through the entire curriculum in a coherent, cumulative way that shows how climate change intersects with all aspects of society, culture and the economy. By providing a holistic understanding of our global predicament, we are preparing students to address these challenges in their future careers and civic life.

Embedding sustainability in our educational institutions not only prepares students for future challenges but also positions our schools as leaders in environmental stewardship. The strategy aligns with broader national and global sustainability goals, and the nine principles that underlie the Isle of Wight's UNESCO Biosphere status. This ensures our local education system plays a vital role in creating a more sustainable and resilient community.

Our strategy focuses on enhancing our existing curriculum by integrating climate and sustainability concepts into current subjects and lessons, enriching familiar content with relevant, real-world examples. By adopting a systems-based approach, we help students understand the interconnections between subjects, and how they are relevant to the environmental, social, and economic factors at play. This approach improves student engagement, deepens understanding of complex issues, and strengthens our existing curriculum while preparing students to address multifaceted global challenges.

To ensure the success and broad impact of this strategy, it cannot be left to a handful of enthusiastic individuals: we must include and engage multiple stakeholders in its development and implementation. This includes educators, students, parents, local businesses, community organisations, and community leaders. It also includes non-human elements, from the school estate to our finite planet. This inclusive approach to CCE not only enriches the educational experience but also strengthens community ties and promotes collective action towards sustainability goals, such as the United Nations Sustainable Development Goals.

Our approach to climate and sustainability education will be grounded in rigorous, evidence-based information. We will also conduct regular assessments and gather data on the effectiveness of our programs, to continuously refine and improve our strategies. This commitment to evidence-based decision making ensures that our educational efforts remain current, effective, and aligned with the most up-to-date understanding of climate science and sustainability practices.

We recognise the urgency of climate education and action, and the need to make tangible progress now. We also acknowledge the need for building a robust, adaptable framework for the future. By balancing short-term action with long-term planning we ensure our strategy remains relevant and effective over time, resulting in lasting, meaningful change in our educational approach to climate and sustainability.

Our climate and sustainability strategy aims to foster realistic hope and empower action. While activities like recycling and litter picking have their place, we must also teach the complexity and systems-based understanding that climate action requires. By equipping students with knowledge, skills, and real-world experiences, we will be nurturing a generation of creative thinkers and problem-solvers, ready to tackle the challenges of sustainability.

We emphasise that every contribution matters, demonstrating through hands-on projects and community partnerships that positive change is achievable. Our goal is to inspire students not just to adapt to the future, but to actively shape it. This strategy represents more than an educational initiative; it's an investment in a resilient, sustainable future for our community and beyond, for this and future generations.



Isle of Wight
Education Strategy
2024 to 2030
Draft – July 2024