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Agenda

Name of meeting	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date	THURSDAY 2 MARCH 2023
Time	5.00 PM
Venue	COUNCIL CHAMBER, COUNTY HALL, NEWPORT, ISLE OF WIGHT
Members of the committee	Cllrs R Quigley (Chairman), J Lever (Vice-Chairman), D Adams, R Downer, S Ellis, S Hendry and T Outlaw

Democratic Services Officer: Sarah Philipsborn
democratic.services@iow.gov.uk

1. **Apologies and Changes in Membership (If Any)**

To note any changes in membership of the Committee made in accordance with Part 4B paragraph 5 of the Constitution.

2. **Minutes** (Pages 5 - 10)

To confirm as a true record the Minutes of the meeting held on 1 December 2022.

3. **Declarations of Interest**

To invite Members to declare any interest they might have in the matters on the agenda.



Details of this and other Council committee meetings can be viewed on the Isle of Wight Council's Committee [website](#). This information may be available in alternative formats on request. Please note the meeting will be audio recorded and the recording will be placed on the website (except any part of the meeting from which the press and public are excluded). Young people are welcome to attend Council meetings however parents/carers should be aware that the public gallery is not a supervised area.

4. **Public Question Time - 15 Minutes Maximum**

Questions may be asked without notice but to guarantee a full reply at the meeting, a question must be put including the name and address of the questioner by delivery in writing or by electronic mail to Democratic Services at democratic.services@iow.gov.uk, no later than two clear working days before the start of the meeting. Therefore the deadline for written questions will be 27 February 2023.

Members of the public are invited to make representations to the Committee regarding its workplan, either in writing at any time or at a meeting under this item.

5. **Progress on outcomes and recommendations from previous meetings**
(Pages 11 - 12)

The Chairman to report.

6. **SEND Strategy and Safety Valve** (Pages 13 - 14)

The committee to be provided with a verbal update on the Isle of Wight Council's Safety Valve Bid

7. **Pathway into Further Education and Training** (Pages 15 - 24)

The committee to review a report on progress, performance, actions undertaken and emerging issues regarding the Pathway into Further Education and Training.

8. **School Attainment** (Pages 25 - 42)

A report to be presented to the committee providing the context of statutory assessments and examinations that took place in 2022 against previous years and the national situation.

9. **Committee's Work Plan** (Pages 43 - 46)

To consider any amendments to the committee's current workplan.

10. **Members' Question Time**

To guarantee a reply to a question, a question must be submitted in writing or by electronic mail to democratic.services@iow.gov.uk no later than 5pm on Tuesday, 28 February 2023. A question may be asked at the meeting without prior notice but in these circumstances, there is no guarantee that a full reply will be given at the meeting.

CHRISTOPHER POTTER
Monitoring Officer
Wednesday, 22 February 2023

Interests

If there is a matter on this agenda which may relate to an interest you or your partner or spouse has or one you have disclosed in your register of interests, you must declare your interest before the matter is discussed or when your interest becomes apparent. If the matter relates to an interest in your register of pecuniary interests then you must take no part in its consideration and you must leave the room for that item. Should you wish to participate as a member of the public to express your views where public speaking is allowed under the Council's normal procedures, then you will need to seek a dispensation to do so. Dispensations are considered by the Monitoring Officer following the submission of a written request. Dispensations may take up to 2 weeks to be granted.

Members are reminded that it is a requirement of the Code of Conduct that they should also keep their written Register of Interests up to date. Any changes to the interests recorded on that form should be made as soon as reasonably practicable, and within 28 days of the change. A change would be necessary if, for example, your employment changes, you move house or acquire any new property or land.

If you require more guidance on the Code of Conduct or are unsure whether you need to record an interest on the written register you should take advice from the Monitoring Officer – Christopher Potter on (01983) 821000, email christopher.potter@iow.gov.uk, or Deputy Monitoring Officer - Justin Thorne on (01983) 821000, email justin.thorne@iow.gov.uk.

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If you wish to record, film or photograph the council meeting or if you believe that being filmed or recorded would pose a risk to the safety of you or others then please speak with the democratic services officer prior to that start of the meeting. Their contact details are on the agenda papers.

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Minutes

Name of meeting	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date and Time	THURSDAY 1 DECEMBER 2022 COMMENCING AT 5.00 PM
Venue	COUNCIL CHAMBER, COUNTY HALL, NEWPORT, ISLE OF WIGHT
Present	Cllrs R Quigley (Chairman) J Lever (Vice Chairman) D Andre, C Critchison, R Downer, W Drew, S Ellis and M Oliver
Also Present	Stuart Ashley, Steve Crocker, Kim Goode, Sarah Philipsborn, Paul Thistlewood and Melanie White
Also Present (Virtual)	Derek Benson
Apologies	Cllrs D Adams, S Hendry and T Outlaw

1. **Apologies and Changes in Membership (If Any)**

Apologies given by Cllr Adams to be substituted by Cllr Critchison, Cllr Hendry to be substituted by Cllr Drew and Cllr Outlaw to be substituted by Cllr Oliver.

2. **Minutes**

RESOLVED:

THAT the minutes of the meeting held on 1 September 2022 be approved.

3. **Declarations of Interest**

Cllr Oliver declared he was a School Governor at St Georges.

4. **Public Question Time - 15 Minutes Maximum**

Questions were raised over the on-going situation at Chillerton and Rookley Primary School and the fact that the last teacher was leaving at the end of the end of term. A question was asked why the school wasn't closing given the situation and that the remaining 10 children had all been offered a place at Godshill Primary. The Cabinet Member for Children's services stated in response, that it was important to put into context that the school was not closing but that it could no longer continue in its current state and the first and foremost duty was to the children.

A further question was asked why enough hadn't be done to keep the school operational and that the demise of the children was due to a management decision. The Cabinet Member for Children's Services explained that they were looking at flexible education solutions for the school, but this was part of an on-going discussion looking into strategic place planning for the Island. The Director of Children's Services stated that there had been local advertising after the school achieved a 'good' Ofsted Report, but this had not had any effect in attracting more children to the school. He also stated that they had received no applications to fill the teacher's post.

5. Progress on Outcomes and Recommendations from Previous Meetings

The update on the progress on actions and outcomes from previous meetings was shared with the committee.

The Chairman asked the Cabinet Member for Children's Services for an update regarding the circulation of the Headteachers and Governor Association statements from the previous meeting, and whether the issue of Chillerton and Rookley Primary School and place planning had been brought to back to Cabinet.

The Cabinet Member for Children's Services replied that the statements had been circulated and there had been on-going discussions with a further meeting with officers due to take place on the 2 December 2022. The issue was also to be raised at an informal meeting of Cabinet on 6 December 2022.

Further discussion ensued over place planning and why was there oversubscription in the secondary sector. It was stated that there were no places for children in any Island Secondary School across several year groups. This was described by the Director of Children's Services as a bulge in the system which would be resolved soon.

The question of school governor recruitment was raised in context of the dwindling numbers and it was explained a written report would be given at the next committee meeting.

6. Performance and Budget

The Area Director of Children's Services delivered a presentation on Children's Services Performance for Quarter Two 2022/2023
The report highlighted how demand continued to rise across social care and early help, but good performance remained consistent.

It was stated that the team was developing a senior social worker role for career progression and retention. A care review was being implemented regarding the development of family help and the recruitment of family practitioners.

Statistics were shown to the committee regarding Isle of Wight referrals over the past quarters and the timely responses over the same period.

The number of children subject to child protection planning was illustrated as was the number of children in need. The numbers of looked after children was highlighted along with the average number of caseloads undertaken in the timeframe.

The challenges that the team were facing were explained in the presentation and included increased demand for placements and supported accommodation. The lack of available and affordable accommodation was also brought to the attention of the committee.

The report concluded illustrating the Modernising Placements Programme where the Isle of Wight benefited from the experience of Hampshire. The objectives of the programme looked to more children being able to safely stay at home, with children only coming into care when appropriate and with the most suitable placements having been found. The programme also stressed as an objective that children in care should have the same life chances as every other child.

Further discussion took place about the shortage of skilled foster carers and affordable accommodation of decent quality for young people transitioning from care.

RESOLVED:

THAT the Performance Quarter Two 2022/2023 Report be noted.

7. **Child Protection**

7a **IW Safeguarding Children's Board Annual Report**

The Independent Chair of the Isle of Wight Safeguarding Children Partnership presented the IOWSCP Annual Report 2021/22 for signing off.

It was highlighted that it was the statutory responsibility for all partners to fulfil their safeguarding obligations.

The Report constituted a detailed account of the commitment to safeguarding children throughout the partnership and the challenges faced, particularly, as the year was still being shaped by the consequences of the pandemic.

The Report described the on-going actions concerning the safeguarding of children, and the business plan priorities for 2021/22. It also explored Learning and Improvement, as well as the Business Plan Priorities for 2022/23.

The Independent Chair was thanked for all his hard work at the IWSCP, given his forthcoming retirement.

RESOLVED:

THAT the IOWSCP Yearly Report be noted

7b **Role of the Police in Child Protection**

Detective Superintendent, Head of Public Protection and Safeguarding for Hampshire and Isle of Wight Police outlined the role of the police in child protection, the processes in place for partnership working, and how local authority councillors could assist.

The child protection strategy was explained to the committee. This involved 3 important pillars, treating children as children, the voice of the child, and treating every interaction as an opportunity. This was backed up with 3 follow-on actions, acting in a timely manner, assessing and recording risk, and sharing information.

The police's delivery plan on prevention, vulnerability and partnerships was illustrated where fighting crime, learning and improving, looking after the workforce, protecting those in need, ethical inclusivity of all, and working with others, were seen as the major priorities.

Future predicted challenges for the police and partners were highlighted along with risks and evaluation.

RESOLVED:

THAT the role of the police in child protection be noted.

8. **Youth Offending**

The Head of Service of the Hampshire and Isle of Wight Youth Offending Team presented a report on the work of the Youth Offending Team for consideration.

The report described the compilation of the youth offending teams which was effectively a partnership between the local authority, the police and the probation and health services, and how the work of all youth justice services was overseen by the Youth Justice Board for England and Wales.

The partnerships and accountability of the Youth Offending Team was explained to the committee, and how the Hampshire and Isle of Wight Youth Offending Teams had merged and that the Head of Service also working closely with the Portsmouth YOT and the Southampton Youth Justice Service.

The work and priorities of the Youth Offending Team were described to the committee and how the staffing structure was compiled

The finance and budget figures were shown to the committee along with how performance was measured.

The report concluded outlining the priorities for 2022/23 and how keeping children in education was a priority for the youth offending Team. The need to improve how the views of children and their career was deemed a priority along with further development in the way children are assessed in relation to the potential to cause harm to others, and assessments in relation to health outcomes

RESOLVED:

THAT the report on the work of the Isle of Wight Youth Offending Team be noted

9. **Committee's Work Plan**

The workplan was shared amongst the committee.

10. **Members' Question Time**

Further questions were asked over the situation at Chillerton and Rookley Primary school and how much longer the impasse of not closing the school was going to continue. The Cabinet Member for Children's Services reiterated that the school was not closed and was part of a larger strategic plan that was in discussion.

CHAIRMAN

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Policy and Scrutiny Committee for Children's Services, Education & Skills Scrutiny Committee - Progress on Actions & Outcomes

Meeting Date	Agreed Action	Responsibility	Update	Actioned
Outstanding Actions				
17 June 2021	Young Carers Support That the draft Isle of Wight Carers Strategy following a review be submitted to the Committee for comment before formal approval is given by the Cabinet.		New Carers Strategy is due to go to Health Scrutiny on 6 March and Cabinet on 9 March. The strategy will be shared with members once available	
Actions Completed (Since Last Meeting)				
17 June 2021 Page 11	Performance and Budget Update THAT arrangements be made for members of the Committee to visit to the Multi Agency Service Hub (Mash).		An e-mail has gone to all councillors but no direct interest has been received.	Nov-23
9 December 2021	Committee's Work Plan Reports on school exclusions, school governor recruitment and retention, social worker recruitment and retention, and elective home education, would be added to the workplan with the dates and timings to be confirmed after the meeting.		Social worker recruitment and retention has been added to the workplan for Dec 2023	Feb-23
9 June 2022	School Governor Recruitment and Retention The Cabinet Member indicated that it was proposed to undertake a recruitment drive in the local media. Details were still being finalised and these would be circulated to the Committee in due course.	Director of Children's Services	A response has been circulated to the committee members	Feb-23

1 September 2022	School Place Planning Submit the report on school place planning, together with the statements from Isle of Wight Primary Headteachers and Primary Chairs of Governors, to Cabinet for consideration and identification of options regarding the future provision of primary education on the Island.	Cabinet Member for Children's Services, Education and Skills	Report on School Place Planning to go to Cabinet on 8 June 2023	Jan-23



Agenda Item Introduction

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date	2 MARCH 2023
Topic	SPECIAL EDUCATIONAL NEEDS STRATEGY AND SAFETY VALVE BID

BACKGROUND

During 2020/21 the Department for Education (DfE) introduced the 'safety valve' intervention programme working with those authorities with the very highest percentage Dedicated School Grant (DSG) deficits, continuing to work with further local authorities during 2021/22 supporting and challenging the development of substantial plans of reforms to high needs systems with the departments expert team.

These conversations are detailed and complex, and if an authority can demonstrate sufficiently reaching lasting sustainability the department will consider helping local authorities with additional funding over time to contribute to eliminating the historic deficit.

In February 2022, the Isle of Wight Council was invited by the DfE to take part in the 2022/23 programme.

The committee to receive a presentation which will outline the future strategy for improving outcomes for children and young people with special educational needs on the Island. This is subject to a Safety Valve bid to the DfE which would potentially deliver the additional finance needed to allow for implementation.

FOCUS FOR SCRUTINY

- What financial impact will the Safety Valve programme have?
- What impact will there be on SEND services by joining the Safety Valve programme?
- What proposed solutions and measures are already in place?
- Has it been demonstrated that the Council have sufficiently reached lasting sustainability?
- What communication has taken place with schools and school governors regarding the Safety Valve programme and any impact on SEND services?

APPROACH

A verbal update to be provided.

APPENDICES ATTACHED

N/A

Contact Point: Melanie White, Scrutiny Officer, ☎ 821000 ext 8876
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Agenda Item Introduction

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date	2 MARCH 2023
Topic	PATHWAY INTO FURTHER EDUCATION

BACKGROUND

The Local Authority has broad duties to encourage, enable and assist young people, between the ages of 16-18, to participate in education, employment or training. The Isle of Wight Council is expected to:

- provide strategic leadership in the community to ensure that there is a network of support available which encourages, enables and assists the participation of young people in education, training and employment. This includes liaising with local partners such as employers, Jobcentre Plus, community sector organisations and youth offending teams.
- collect information about young people in the area who are not participating and to target resources on those who require them most.
- liaise with education providers to identify children under the age of 16 who are at risk of not participating post-16 and for intensive support to be provided to remedy the situation. This is particularly important in relation to children with SEND who are significantly less likely to participate post-16 in comparison to their peers without SEND.
- ensure that every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year.

FOCUS FOR SCRUTINY

- To review data on progress, performance, actions undertaken and emerging issues.
- Has the Isle of Wight continued to have higher rates of progression into education, employment and training, than the national average?
- What is the accessibility of further education to school leavers in the Not in Education, Employment or Training (NEET) category?
- Is the council maximising external resource for local provision for all young people; does it strategically influence Local Enterprise Partnerships (LEPs), government departments, local agencies, businesses and providers to ensure that provision meets the needs of learners and the local labour market?
- What is the level and quality of career guidance that is available for children whilst in school?

APPROACH

A committee report to be submitted.

APPENDICES ATTACHED

Contact Point: Melanie White, Scrutiny Officer, ☎ 821000 ext 8876
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Purpose: For Decision

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES
Date	2 MARCH 2023
Title	POST 16 PATHWAYS TO EDUCATION AND TRAINING
Report of	DIRECTOR OF CHILDREN'S SERVICES

PURPOSE OF THE REPORT

1. The purpose of this report is to provide a broad summary of statutory requirements and performance relating to participation in post 16 education and/or training; the post 16 options available for young people on the Island; the careers support provided; and the wider economic context.

EXECUTIVE SUMMARY

2. Young people in England are required to participate in formal education or training until their 18th birthday, under the Raising of the Participation Age (RPA) legislation. Local authorities have a statutory duty to support young people aged 16 and 17 (and up to 25 for those with Special Educational Needs) to participate in education or training, under section 68 of the Education & Skills Act 2008.
3. The Council is held to account by the Department for Education (DfE) for its performance against this duty using, amongst others; data collected as part of the September Guarantee (a statutory entitlement to a place of learning for all 16-17 year olds); the proportion of young people in education, employment, and training (EET) or not (NEET); and the proportion of young people whose activity is unknown. Data in this report is taken from the latest DfE LA Tables (December 2022).
4. The Council has an additional duty to ensure that there are sufficient suitable places of learning to facilitate full participation, post 16. In its capacity as strategic commissioner, it has an overview of the provision available on the Isle of Wight to ensure that provision is of good quality, or better, and of a profile that meets the needs of young people, employers, and the wider community.

5. Secondary schools and academies have individual responsibility to provide a Careers programme for their students which supports transition from Year 11 to post 16. All Island schools have a published Careers Strategy and offer opportunities aligned to the Government careers framework and eight Gatsby Benchmarks. Schools are supported effectively by the local authority (Island Futures), Solent Local Enterprise Partnership (Careers Hub), and the Island Careers Partnership.
6. Participation in post 16 education is strong. Young people are well-supported by Careers programmes and can access a broad, comprehensive range of academic and technical courses. A high proportion of young people were offered a guaranteed place on post 16 courses at the start of academic year 2022-23, above national and regional averages. Most have progressed successfully into education, employment, and/or training (EET) destinations, and subsequently the proportion who are NEET or 'Unknown' is comparatively low.
7. Government guidance has recently updated the Provider Access Legislation (PAL) which puts a new focus and additional duties on schools to ensure students receive a minimum number of Careers interventions relating to technical pathways, including Apprenticeships and T-Levels.
8. Local Skills Improvement Plans (LSIPs) are being introduced in June 2023 as part of the government review of the technical skills system. The Solent LSIP programme will review the education and skills priorities for the Island, to better meet the needs of employers and the economy, helping young people to embark on the right post 16 courses to develop the skills they need to increase prospects and secure good jobs.

CORPORATE PRIORITIES AND STRATEGIC CONTEXT

9. This report supports the priorities in the [Corporate Plan 2021 – 2025](#), primarily the key areas of activity focusing on the impact on young people and future generations.

Careers Support

10. High quality careers education and guidance in school is critical to young people's futures, as it helps to provide a clear understanding of the world of work and the routes to jobs and careers that they might find engaging and rewarding. Schools have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means schools and colleges must act impartially, in line with their statutory duty, and not show bias towards academic or technical routes.
11. The government statutory guidance for schools sets out the requirement to provide a Careers programme for their students across the full range of activity under the eight Gatsby Benchmarks (also known as the 'Baker Clause') [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](#). The eight Gatsby Benchmarks are:
 - A stable careers programme
 - Learning from career and labour market information
 - Addressing the needs of each student
 - Linking curriculum learning to careers

- Encounters with employers and employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal Guidance
12. Each secondary school on the Island has an allocated Careers Leader and publishes an annual Careers Strategy setting out its plan to deliver activities across the benchmarks. Local performance is monitored by the Careers Improvement Forum, led by the local authority and Solent Local Enterprise Partnership's Careers Hub programme funded by the Careers and Enterprise Company (CEC).
13. Island Futures is the local authority's careers and participation service responsible for statutory duties relating to post 16 participation. The service works with schools, post 16 providers, partner agencies, and parents/carers, and the young people themselves, to inspire them to explore and secure solid career pathways. A qualified team of Level 6 careers practitioners provide impartial Careers Education, Information, Advice and Guidance (Personal Guidance) directly in most schools. Additionally, the service supports the quality of careers programmes offered by schools, including those which have their own Careers adviser. The service is Matrix accredited, the recognised national quality standard for organisations that deliver Careers information, advice and/or guidance.
14. Island Futures provides access to a Virtual Learning Environment (VLE) which hosts online Careers information which is used to enhance all careers activity across the Island, providing information and resources to support young people, parents/carers, and schools, to make informed decisions about post 16 options, and beyond. The [Flying Start Isle of Wight](#) website has been developed with the Southern Universities Network to help young people transitioning from Year 11. Other resources include:
- [Your Future, Your Post 16 Options booklet](#)
 - [Blue Sky Thinking - Your Guide to Higher Education on the Isle of Wight booklet](#)
15. The Island Careers Partnership (ICP) has a key role creating new employer-education links. The Gatsby framework highlights the importance of direct engagement with employers, learning about sector specific careers opportunities, and the skills that are valued in the workplace. The ICP hosts regular information sessions for schools and employers, offering a range of activities, projects and competitions planned and led by business teams, including coordinated visits to Island businesses to tour facilities; work experience opportunities; business mentor support; and apprenticeship ambassadors.
16. Statutory careers guidance was updated in January 2023 to introduce new Provider Access Legislation (PAL). Schools now have a legal duty to ensure their students are aware of the benefits of apprenticeships, T Levels, Higher Technical Qualifications, and other approved technical education qualifications, and can consider them, alongside academic options. As a minimum, schools must now offer:
- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
 - Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

- Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

Post 16 Pathways

17. Raising of the Participation Age (RPA) requirement sets out clear post 16 education pathways which young people should progress to:
 - Full-time education, such as school or college
 - Employment with formal training, such as an apprenticeship or work-based learning
 - Part-time education or training if employed, self-employed or volunteering for at least 20 hours a week
18. A broad and comprehensive range of full-time post 16 academic, technical, and vocational courses are available on the Island, via school sixth forms, the Isle of Wight College, and work-based training providers. Young people also access education and training options off the Island including for specialist provision, for example land-based courses at Sparsholt College and STEM courses at the University Technical College (UTC) in Portsmouth.
19. The table below provides a high-level breakdown of the post 16 education and training pathways currently being followed by young people in academic year 2022-23.

December 2022 MI EET (CCIS)	Year 12	Year 13	Total
Cohort total	1,419	1,397	2,816
Education	1,257	1,089	2,346
Employment	57	189	246
Training	61	56	117
EET Total	1,375	1,334	2,709

20. There are 2,346 young people currently studying in full-time education in academic Years 12-13. The split across institution type is relatively even, with 1,204 attending further education compared with 1,142 attending sixth form. The majority of young people in further education are enrolled on courses at the Isle of Wight College. The Island VI Form campus is the largest sixth form provision, accounting for almost half of all young people studying A levels.
21. The Isle of Wight College is the largest post 16 provider on the Island. Rated ‘Good’ by Ofsted, it is the only general further education (GFE) college and provides a broad range of technical and vocational courses, responding to the skills needs of employers and supporting the island community. The College enrolls between 1,200-1,300 young people aged 16-18 each year, on full-time study programmes, traineeships, and apprenticeships.
22. The College works collaboratively with Island secondary schools to provide access to vocational qualifications, also with the local authority to provide bespoke part-time provision for students who are electively home educated, where it is an appropriate option for them. Engineering courses are based at the college’s centre of excellence for composites, advanced manufacturing and marine (CECAMM), and the University

Centre which offers higher education pathways (Higher National Certificates, Diplomas and Foundation Degrees) across a range of subjects including business, digital and engineering.

23. T Levels were launched by government in 2020 providing new 2-year technical courses broadly equivalent in size to three A Levels. These courses have been developed in collaboration with employers so that the content meets the needs of industry and prepares students for entry into skilled employment, an apprenticeship or related higher education. The IW College is the main T-Level provider on the Island, currently offering courses in Computing & Digital; Business Management; Engineering; and Health. New courses will be introduced from September 2023 in Construction; Creative Design; Hospitality; and Legal Finance and Accounting.
24. The Island VI Form campus is a joint provision sixth form centre between Carisbrooke College and Medina College. Students are on-roll with Medina College as the 11-18 school. The campus is situated in the centre of Newport, where students have access to over 30 subject area A level and Level 3 vocational programmes. It is the largest provider of A levels on the Island, with over 500 learners enrolled in 2022-23. A dedicated SEND Hub supports students with a range of educational needs.
25. All post 16 provision on the Island is rated Ofsted 'Good' and all schools and providers contribute significantly to the overall opportunities available, including:
 - HTP Apprenticeship College in Newport offers full-time study courses, traineeships, and apprenticeships in a range of vocational areas.
 - Platform One in Newport, and the UK Sailing Academy (UKSA) in Cowes, are smaller specialist providers which offer full-time courses.
 - Christ the King College, Cowes Enterprise College, and Ryde Academy all have smaller sixth forms, ranging between 100-200 students, which offer A level and Level 3 vocational programmes.
 - Ryde School and Priory School are fee-paying schools which include sixth form provision.
26. There are currently 372 young people with an Education, Health, and Care Plan (EHCP) post 16, of which 135 are post 19. Learners with special education needs and disabilities (SEND) are supported by maintained and non-maintained special schools, primarily at St George's School sixth form and St Catherine's school. There are clear progression routes to Foundation courses and Supported Internships at the Isle of Wight College, where the focus on employability is supporting learners into jobs. The Pathways programme at the college provides supportive education for those with more severe and profound needs, offering a curriculum focusing on independence and Preparation for Adulthood (PfA). The [Local Offer](#) brings together information that is helpful for children and young people with Special Educational Needs and Disabilities (SEND), and their families.
27. The course level breakdown for young people leaving Key Stage 4 moving into full-time education, post 16, is shown in the table below. A Levels are consistently the most popular programme of study, accounting for approximately half of all Year 12 destinations.

IOW Yr12 Course Level Breakdown (Source: CCIS DfE Nov 2022)					
	2022	2021	2020	2019	2018
Level 3 A levels	48.0%	50.0%	47.0%	53.0%	46.0%
Level 3 Technical	16.0%	19.0%	14.0%	13.0%	14.0%
Level 2 GCSE	0.0%	1.0%	8.0%	0.0%	7.0%
Level 2 Technical	18.0%	14.0%	14.0%	16.0%	15.0%
Level 1 Technical	5.0%	10.0%	12.0%	9.0%	11.0%
Other Education	13.0%	6.0%	5.0%	10.0%	6.0%

28. There are 246 young people choosing a post 16 employment pathway, of which 112 are enrolled on Apprenticeships at intermediate and advanced levels. The table below provides a breakdown of occupational areas, confirming the highest numbers are progressing in Construction, Engineering, and Hospitality & Catering. Overall, there is an increase in the number of young people moving into employment with, and without, formal training.

IOW Apprenticeships breakdown (Source: IWC CCIS MI Jan 2023)			
	Year 12	Year 13	Total
Intermediate (Level 2)	24	49	71
Advanced (Level 3)	11	28	37
Total	35	77	112
Occupational areas			
Construction	9	15	24
Hospitality & Catering	3	18	21
Engineering	7	13	20
Marine	6	4	10
Hair & Beauty	5	3	8
Customer Service/Retail	2	5	7
Childcare/Care	0	6	6
Other (inc. Distribution, Motor Vehicle, Animal Care, Armed Forces)	4	12	16
Total	36	76	112

29. Traineeships offer a full-time skills development programme at Level 1-2, including an extended work experience placement providing employability and occupational skills, alongside English and maths, specifically designed to support young people to get ready for work or an apprenticeship. On the Island, young people in 'training' have benefitted from traineeship courses, predominantly delivered by HTP Apprenticeship College as an apprenticeship pathway (pre-apprenticeship). From 1 August 2023, the government will no longer fund a standalone national traineeships programme, however, traineeships can continue to be offered by providers locally, utilising full-time education allocations.

Post 16 Participation (Statutory Performance)

30. September Guarantee is a statutory process which ensures all young people completing compulsory education in Key Stage 4 receive the information, advice, and guidance they need, to apply for and secure an appropriate place in post-16 education or training. The proportion of young people on the Island receiving a guaranteed place in post 16 education and training for academic year 2022-23, already above national averages, has improved further with 98.3% receiving an offer of a place of learning, well above national average. The IOW ranks the highest regionally on this measure.

September Guarantee RPA Offers (Source: CCIS DfE Jan 2023)					
	2022	2021	2020	2019	2018
IOW	98.3%	98.2%	94.7%	98.3%	96.5%
National	94.5%	95.5%	94.3%	95.0%	94.5%
SE	92.8%	93.2%	90.9%	93.8%	93.0%

31. Young people on the Island progress well into education, employment, and/or training (EET) destinations in Key Stage 5. Numbers were impacted by the pandemic in academic year 2020/21, which caused a marked reduction in some types of employment and training opportunities, particularly apprenticeships. This position has now recovered and EET participation is well above national and SE averages.

16-18 Education, Employment and Training (Source: CCIS DfE Dec 2022)					
	2022	2021	2020	2019	2018
IOW	96.2%	96.9%	93.1%	97.4%	96.1%
National	94.0%	94.7%	93.7%	93.9%	93.6%
SE	92.0%	93.6%	92.4%	92.7%	93.5%

Local Economy

32. The Skills for Jobs white paper published in 2021, set out the government’s blueprint for reshaping the technical skills system to better meet the needs of employers and the wider economy. As part of this new approach, the DfE has introduced Local Skills Improvement Plans (LSIPs) which will have a significant impact on education and training, for post 16 and adults.
33. LSIPs will provide a new set of education and skills priorities to be agreed by employers, colleges, training providers and stakeholders in a local area. Employer Representative Bodies (ERBs) are leading the programme, putting employers firmly at the centre of the process. LSIPs are aligned with existing LEP areas and ERBs have been designated to lead the development of LSIPs for all 38 areas of England. The Isle of Wight forms part of the Solent LSIP being led by Hampshire Chamber of Commerce and the IW Chamber of Commerce.
34. The Solent LSIP is due to be finalised in June 2023 and will set out the key changes needed in a local area to make technical skills training more responsive to employers’ needs. The plans will help young people to embark on the right post 16

courses to develop the skills they need to get good jobs and increase prospects. Once published, the Isle of Wight College and other technical/vocational providers on the Island will have a duty to respond to the skills priorities identified, and to produce an Accountability Agreement, as a requirement of DfE funding.

CONCLUSIONS AND RECOMMENDATIONS

35. In conclusion, participation in post 16 education by young people on the Isle of Wight is high and above national averages.
36. This is supported by an effective partnership between the local authority, schools, post 16 providers, and other stakeholder to ensure young people can meet their duty to participate in education, employment, or training until their 18th birthday. This is a strength of the Island's education system.
37. There is a broad range of opportunities which support learners and the local economy. Development of the Local Skills Improvement Plan (LSIP) will ensure technical post 16 education and training options are reviewed and driven by employers, to prepare young people effectively for jobs in key sectors for the Island economy.
38. Members of the committee are asked to note the report.

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STEVE CROCKER OBE
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Agenda Item Introduction

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS
Date	2 MARCH 2023
Topic	SCHOOL ATTAINMENT

BACKGROUND

A report on School Attainment is submitted to the committee on an annual basis, the purpose of the report is to provide the context for statutory assessments and examinations that took place in 2022 against previous years.

Two key activities within the Corporate Plan 2021-2025 are:

- Raise standards of attainment at every key stage.
- Focus on raising standards of attainment for vulnerable groups such as those with special educational needs, those living in circumstances of relative poverty and those open to social care.

FOCUS FOR SCRUTINY

- How does the Isle of Wight fair against the national figures?
- What are the attainment figures across the vulnerable groups?
- What have been the positives and successes to come out of 2022?
- What have been the challenges and pressures to come out of 2022?
- What has been the lessons learned to come out of 2022?
- What impact is Covid-19 still having on school attainment?
- What are the goals for school attainment in 2023?

APPROACH

A committee report to be submitted.

APPENDICES ATTACHED

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Purpose: For Decision

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES
Date	2 March 2023
Title	ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN ISLE OF WIGHT SCHOOLS 2022
Report of	Director of Children's Services

SUMMARY

Purpose of this Report

1. The purpose of this report is to provide a broad summary and analysis of attainment across Isle of Wight schools in 2022 at the key points in children and young people's education; the end of the Foundation Stage (the end of early years, age 5), the end of Key Stage Two (KS2 - the end of primary education, age 11), the end of Key Stage Four (KS4 - the end of secondary education, age 16) and the end of Key Stage Five (KS5 – the end of post-16 education, age 18). It also outlines key actions being taken to build on performance and raise attainment across all key stages.

Executive Summary

2. This report seeks to give an account of the most recent statutory assessment datasets for Early Years, Primary, Secondary and post-16 education in 2022. It also provides some contextual information about the structure and purpose of each performance indicator and the trends over time, whilst recognising the absence of data in 2020 and 2021 and the wider impact of the pandemic. Finally, it offers some key actions being taken in response to the data and to improve performance across the system.
3. At the end of Early Years education, data indicates that the performance of schools on the Isle of Wight has remained relatively strong.
4. Standards at the end of KS2 for Isle of Wight schools are below the national indicator in the key measure of the three subject areas combined, reading, writing and mathematics (RWM), although within this there are some significant strengths seen within the system. Standards at the end of primary are not good enough and remain a key improvement focus across the Island.

5. Attainment in secondary schools continues to improve in all measures; however, further improvements remain an Island-wide focus in the Basics and Attainment 8 key performance indicators.
6. Attainment post-16 retains some significant strengths and shows continued improvement at a faster rate than national in some of the key performance indicators.
7. The statutory data set released for secondary education also contains figures to indicate proportions of young people staying in education or entering employment. This shows that on the Isle of Wight, the number of young people who either stayed in education or went into employment after finishing KS4 was 96% relative to a national figure of 94%.
8. Whilst the above presents a mixed picture for the Isle of Wight, it must be recognised that the pandemic has had a substantial impact on outcomes, most notably for those children and young people (CYP) experiencing vulnerability. The percentage of these CYP on the Isle of Wight is well above the national average. This trend that links deprivation with outcomes, particularly at KS4, closely mirrors the national picture.
9. The Isle of Wight continues to aspire to better outcomes for all CYP, but with necessary focus on those experiencing vulnerability, such as those in relative poverty, open to social care or with special educational needs. For these CYP, educational outcomes are less strong both on the Isle of Wight and nationally, and therefore remain a priority.
10. Whilst this report focuses on attainment, it must be recognised that school attendance is a key determinant of good attainment and the issue of weaker attendance relative to pre-pandemic levels therefore features within this report.

BACKGROUND

11. Some of the data used in this report has been drawn from the Department for Education's (DfE) provisional release. The final data is not published until later in the academic year. Experience has shown that there is little variation between the provisional dataset and the DfE's final published results.
12. The DfE Accountability Guidance and the DfE Performance tables make it clear that the 2022 data should not be compared to 2019, nor used to compare schools' performance – as detailed below.
13. Following the COVID-19 pandemic, most examinations, tests and assessments resumed in the academic year 2021/22. Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. It is recommended that the KS2/KS4/KS5 data be used with caution. Performance data for 2022 should not be directly compared with 2019 and earlier without this caveat.
14. Analysis of historic data tells us that school absence typically has a substantial negative impact on outcomes. This effect was even more pronounced in 2022. For example, schools report up to a 4.5 grade difference between the Attainment 8 (A8) scores of those young people who were persistently absent (that is, where the absence rate is 10% or more), with the average difference presenting as around 3 grades across the average range of 8 subjects used in the attainment 8 measure. Significant work is underway to improve the attendance of children and young people in schools, supported by the publication of Working Together to Improve School Attendance in May 2022 [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) and driven by a cross-Children's Services Directorate attendance steering group.
15. Although much work has been carried out through the system since the introduction of the disadvantaged pupil premium (DPP) in 2011, it remains the case that attainment for CYP in receipt of this is stubbornly below that of their peers, although the gap had narrowed over the years between 2012 and 2019. Unfortunately, the gap for the 2022 cohort has widened further, both on the Isle of Wight and nationally.
16. It is also of note that during this period, the Isle of Wight cohort of CYP in receipt of disadvantaged pupil premium increased across all year groups, but particularly in Year 11, where the increase was very significantly higher than national.
17. This change in cohort profile will have had an impact on the 2022 outcomes, in particular at KS4, and again sharpens the imperative to focus on this cohort.

18. In addition to the change in cohort profile over the period of the pandemic, schools throughout the system maintained a strong and necessary focus on wellbeing. The school improvement activities very much supported this alongside the school leaders and teachers who needed to work so differently through this period. Most school improvement activity was also remote, which it is now clear has less impact compared to work carried out on site in schools. These factors have undoubtedly had an impact on this year's results but also guide us clearly as to how best to target our work with schools moving forward, to support an acceleration in improved outcomes throughout the system. When the sharply focused school improvement activity of Hampshire Inspection and Advisory Service (HIAS) is reduced, this appears to have a negative impact on outcomes, underlining the important contribution HIAS makes to the school system.

Performance

Early Years Foundation Stage (EYFS) Profile

19. Standards in the EYFS are assessed during the final year of this Key Stage, in the first year of statutory education in schools. This is measured by the proportion of pupils that have reached a good level of development (GLD). Standards on the Isle of Wight continue to be statistically broadly in line with those nationally and have been consistently so now for several years.

Good Level of Development (GLD)	2022	2019	2018
Isle of Wight	63%	72%	73%
National	65%	72%	72%

Data source: Nexus January 2023

20. It should be noted, however, that the year-on-year GLD data cannot be used for comparison to 2022. This is due to the new statutory framework and outcomes as part of the Early Years Reforms 2021. The Early Learning Goals used to calculate GLD are not the same as those in previous years, therefore cannot be compared for the purposes of identifying trends.

21. It should also be noted that the GLD measure is no longer used for accountability at an individual school level or to compare schools.

Standards at the end of Primary education (Key Stage Two – KS2)

22. The government's preferred performance measure for KS2 is the proportion of children that have reached age-related expectations (ARE) in each of reading, writing and mathematics (RWM) combined.

23. In 2020 and 2021, no assessment data was collected or published at KS2 because of the impact of the pandemic. In 2022, although data has been collected by the DfE there are no published performance tables at KS2 on an individual school basis.

24. The table below sets out the Isle of Wight performance at the end of the primary stage for ARE at KS2 in RWM combined:

RWM	2022	2019	2018
Isle of Wight	46%	59%	54%
National	59%	65%	64%

Data source: DfE published 15th December (Final)

25. The pandemic has caused a decline in standards nationally and on the Isle of Wight at the end of the primary phase. The Isle of Wight KS2 outcomes are particularly disappointing given that in 2019 the Isle of Wight was the third fastest improving authority nationally. ARE combined was particularly pulled down by the writing element in 2022.

26. Isle of Wight schools' performance remained steady in reading, as was the case nationally, and this was the subject that was most readily supported through the remote learning offered by schools through the period of the pandemic.

Reading	2022	2019	2018
Isle of Wight	69%	70%	69%
National`	75%	73%	75%

27. Writing showed the greatest decline both nationally and on the Isle of Wight. Analysis by the HIAS English team shows that this was particularly influenced by gaps from Years 4 and 5, in particular in punctuation and transcription, that had not been adequately closed by the time of the Year 6 Standard Assessment Tests (SATs). The Year 6 project in place for the current Year 6 children (referred to later in this document) has a sharp focus on the responsive planning and curriculum design required to consistently plan for and address these gaps swiftly and effectively.

Writing	2022	2019	2018
Isle of Wight	58%	74%	73%
National	70%	79%	78%

28. Following the release of the KS2 data, the HIAS mathematics team completed question level analysis of a selection of pupil papers. This highlighted that arithmetic scores were not as high as they were before the pandemic, which the team was able to attribute to pupils not having the number facts required to act as building blocks to the upper KS2 curriculum. This is being addressed for the current Year 6 children through a strand in the Year 6 project; this involves sharply focused assessment for learning being used to construct responsive arithmetic teaching timetables.

Mathematics	2022	2019	2018
Isle of Wight	61%	74%	69%
National	71%	79%	76%

Data source: Nexus January 2023

29. There is recognition through the systems that the impact of the pandemic on outcomes must be reversed, and there is a strong drive to increase attainment overall. All schools have been offered bespoke work to focus on improving outcomes. Additionally, all schools whose results were below the national average have been offered funded places on a bespoke Year 6 project.
30. The Year 6 project was designed following analysis of the 2022 Year 6 outcomes. These showed that schools that had attended HIAS assessment networks and core provision professional development sessions in English and mathematics achieved significantly higher outcomes than those that had not. Additionally, the work that the HIAS team carried out alongside schools with individual pupils during the 2021-22 HIAS led leadership project also showed a significant impact on outcomes. These strands were pulled together to form the Year 6 project that sits between the assessment and core provision networks and focuses on the use of sharply focused pupil progress meetings to accelerate progress through Year 6. Twenty-five schools have signed up for this and the feedback so far has been extremely positive.
31. Schools reported that during and beyond the period of the pandemic, it was staff absence that had most impact on both course attendance and engagement with school improvement activities. This was because headteachers often needed to prioritise staff working with children over attending professional development activities, in particular in small schools, with insufficient flexibility or resource to move staff around to allow both. A small schools project is being run by one of the leadership and learning partners (LLPs) across the Isle of Wight this year, to help schools think creatively about how to address issues such as these, in order to help mitigate the negative impact of being less than a one form entry school.
32. In order to better understand the challenges faced by schools, a series of visits was conducted, both to schools that secured improved standards despite the pandemic, and those where standards declined. This is with a view to sharing learning and best practice across the system. There were a number of Isle of Wight schools where outcomes at KS2 were significantly above national averages and excellent practice was gathered from these as part of this review. The outcomes from this research have been shared with headteachers and will further inform our interactions with schools.
33. In addition, further training for inspectors/advisers and schools has been put in place focusing on the core elements of effective school improvement, and in supporting new headteachers who took up post either just before or during the pandemic.
34. During the pandemic, the annual visits to maintained schools by the school improvement team within HIAS were conducted remotely by necessity. This is not an effective way to robustly challenge and analyse school performance. The annual visits for the academic year 2022-2023 have been in-person and robustly refocused on pupil achievement.
35. Overall, in 2023, we expect to see strong improvements in the outcomes for children on the Isle of Wight at KS2 and those for children in early years to sustain their position as broadly in line with or above national averages.

Standards at the end of Secondary education (Key Stage 4)

36. Secondary school performance measures and their associated GCSE courses have undergone unprecedented change between 2016, with new, harder GCSE courses being introduced year on year until the final year of change in 2019. The end of that process of change should have meant that from 2019, year on year comparisons could be carried out with validity.
37. However, due to the pandemic, in 2020, GCSE exams were not taken by students; instead, they were awarded Centre Assessed Grades (CAGs), based on what their teachers expected that they would have achieved had they taken their final exams. These grades, when aggregated nationally, showed an increase relative to 2019.
38. In 2021, still during the pandemic, a system of teacher assessment was adopted nationally that led to the award of Teacher Assessed Grades (TAGs). Once again, there was an increase relative to 2020. Although there was much discussion about the fairness of this system and unwarranted grade inflation, many schools reported that the system of continuous assessment had favoured students who traditionally may not have fared so well under the terminal exam method of assessment. It was notable that this positive effect was more pronounced in the cohort of students experiencing vulnerability.
39. In the face of a situation where grades had increased over the two pandemic years, Ofqual (the Office of Qualifications and Examinations Regulation), the non-ministerial government department that regulates qualifications, examinations, and tests in England, announced that in 2022, the approach examination boards would take to grading would reflect a midpoint between summer 2019 and 2021. It stated that it would be more meaningful to make comparisons with 2019 results, because this is when examinations were last taken. However, when making this comparison, note should be made that results in summer 2022 will be higher than when summer examinations were last taken in 2019, but lower than in 2021, when grades were awarded by teacher assessment.
40. However, as noted in the context section, the DfE has been extremely clear in its warning of the uneven impact of the pandemic on 2021/2022 school and college performance data and recommended:
 - Not making direct comparisons with data from previous years or between schools or colleges.
 - Discussing with the school or college factors that may have influenced these results and consider a range of information when forming a view on how well a school or college is doing, including pupil/student population information.
41. The DfE now has four preferred measures of secondary school performance: The Basics, the English Baccalaureate (EBacc), Attainment 8 (A8) and Progress 8 (P8).

The Basics

42. This measure at grade 4+ indicates the proportion of young people who have achieved a 9 to 4 GCSE grade in both mathematics and an English subject.

The Basics 4+	2022	2019	2018
Isle of Wight	61%	56%	54%
National	69%	64%	64%

43. Within this measure, performance in mathematics improved compared to 2019, but not as strongly as was the case nationally. Analysis of schools' results indicates that more CYP just missed getting a grade 4 compared to any other grade. Subsequent detailed, question level analysis (QLA) by the HIAS mathematics team has indicated which areas of subject knowledge need to be strengthened to ensure that more pupils secure 4+ in 2023.
44. Performance in English language was stronger, with an improvement of an average of a half a grade compared to 2019, which is a much greater increase than that shown nationally (0.2 of a grade). Much work has been undertaken in schools, with the HIAS English lead embedding the learning of a previous Island wide project, throughout the period of the pandemic and beyond, both through bespoke work with schools and through the subject professionals' network.
45. Analysis of the English literature papers showed a loss in writing stamina compared to 2019, which was reflected in other subjects too where it appeared to be a limiting factor, in particular in responses to long answer questions. This is undoubtedly a result of the pandemic in which less written work was carried out due to the nature of remote learning. Schools are being supported with strategies to rebuild this stamina through HIAS subject professionals' meetings.

The English Baccalaureate (EBacc)

46. The EBacc is not a qualification; it is a way for the government, and those looking at school league tables, to see how well young people in a school are achieving in a group of specified academically focused GCSEs. This group comprises English language, English literature, mathematics, two sciences, a foreign language (either modern or ancient) and a humanity, usually either of history or geography.
47. In 2022, the percent of young people achieving a 9 to 4 GCSE grade in The EBacc increased by 8% compared to a national increase of only 2%.

EBacc 4+	2022	2019	2018
Isle of Wight	21%	13%	13%
National	27%	25%	24%

Data source: DfE published 20th October 2022

48. What is particularly pleasing, and clearly illustrates the growth in education ambition across the Isle of Wight, is the increase in the proportion of young people now being entered for the EBacc; at 39% this is now in line with national entry percentages and represents an increase of 6% compared to 2019 figures.

Attainment 8 (A8)

49. A8 is a measure of the average grade young people achieve across a group of 8 subjects. Again, this is not a qualification but is designed to enable the government, and those looking at school league tables, to view school performance. There is a complexity to it as only certain combinations of subjects are eligible. Students must study an English qualification, mathematics, three additional EBacc subjects and have three other qualifying subjects.
50. The changes that have been made to GCSE courses and their assessment over the past four years means that in strict terms, A8 is not comparable year on year. However, it is possible to get a sense of the underlying trend for the Isle of Wight schools' performance by looking at the improvements in this measure over time.

Attainment 8	2022	2019	2018
Isle of Wight	43.6	41.8	40.8
National	48.8	46.5	46.5

Data source: DfE published 20th October 2022

51. Analysis of the data shows that outcomes in English improved at a greater rate than national, but those in mathematics improved at a slower rate compared to national. As the calculation for A8 double counts the score for English and mathematics, but not for the other six subjects, the impact of the mathematics outcomes is doubled within this measure.
52. Another factor that needs to be considered when looking at the results is the measures that schools took to support young people through the period of the pandemic, as this at times influenced the combination of subjects that pupils continued to study at KS4, and when they took the final exams in each subject.
53. Where headteachers decided that it would benefit students to take an examination a year early, this had no impact on the results for the students but meant that the results were not counted in the school's A8, and therefore Progress 8 (P8) score. For English, this has twice the impact on the school's A8 and therefore P8 score, as it means that the English component of this cannot be double counted. A higher proportion of young people took English literature a year early on the Isle of Wight compared to national, and this will have had a numeric rather than attainment-based impact on results.
54. Not all subjects studied counted towards the A8 and P8 measure. Some subjects that did count towards these measures were not continued by young people where it was decided that their needs would be better met through a more focused timetable, particularly ensuring that they secured the Basics and were able to progress successfully to the next stage of their education.
55. School leaders have shared that analysis of examination papers has shown the issue highlighted in English literature regarding writing stamina, is seen across all subjects, with students experiencing vulnerability much more likely to show this effect. This has also had an impact on the grades of students and therefore the A8 score.

Progress 8 (P8)

56. P8 is a measure of the progress young people have made from KS2 across the A8 basket of subjects relative to their peers nationally. This is calculated for each young person in the school, with an average across all these calculated to provide the school's P8 score. P8 is therefore a relative measure, dependant on all young people's performance nationally. Schools cannot predict with any accuracy what it might be, ahead of the examinations. As with EBacc and A8, this is not a qualification but a comparative measure of relative school performance.
57. In a school with a P8 of around zero, young people have, on average, performed in line with peers with similar starting points nationally. If the score is positive, then young people have made more progress from their starting points than nationally; if it is negative, they have made correspondingly less progress.
58. Isle of Wight schools perform below the national average on this measure, although it is notable that the Isle of Wight has slightly improved relative to other local authorities when looking at the average grade attained across this range of 8 subjects between 2018 and 2022.

Progress 8	2022	2019	2018
Isle of Wight	-0.39	-0.34	-0.39
National	-0.03	-0.03	-0.02

59. The HIAS secondary school improvement team is working with schools to focus sharply on outcomes for all, although it is clear that the wellbeing support that was vital during the pandemic is still very much needed. This is particularly so for those young people experiencing vulnerability; hence this retains an important place in all conversations and plans. Each subject inspector/team has undertaken a detailed analysis that is focusing their work both with individual schools and across the Isle of Wight. This is through subject professionals' meetings and other subject events, with our secondary leads also working with schools on the holistic examination preparation and success strategies.

Attendance impact on standards at the end of Secondary education (Key Stage 4)

60. Results have also shown a very clear link between good school attendance and high standards. Those students who attended school regularly have achieved well, with those that attended less regularly having significantly lower outcomes. Data gathered from Isle of Wight secondary schools shows that for students with an attendance of above 90%, 73% achieved an average Basics grade of 4+, which is above the national average. These students achieved an average of 3 whole grades higher than those with attendance below 90%, with an average score of above that nationally. The Hampshire Inspection and Advisory Service (HIAS) school improvement team will therefore be working closely with colleagues from the attendance team to target additional resources on supporting improved attendance.

Standards at the end of Post-16 education (Key Stage 5)

61. As with GCSEs, A level and other post-16 qualifications have not been published for the last two years; instead, students have been awarded teacher assessed grades. This year is the first year that exams have been taken by students at the end of their post-16 courses of study and the same caveats should be applied as were explained in the previous section for GCSEs.

A Level Average Point Score (APS) per entry

62. Each A level taken by a young person is given awarded a grade which has equivalent points attached to it. The average of these points per A level entry gives this measure.

APS per entry	2022	2019	2018
Isle of Wight	32.9	27.8	25.8
National	37.8	32.6	31.8

63. The APS per entry for A levels on the Isle of Wight continues to improve, and the average grade has increased to a C plus in 2022.

Post-16 Technical Levels APS per entry

64. Technical levels are the vocational equivalent of A levels. They are a level 3 qualification.

APS per entry	2022	2019	2018
Isle of Wight	27.0	29.9	22.3
National	30.6	28.4	28.4

65. The APS per entry for technical levels on the Isle of Wight has increased at greater than the national rate comparing 2018 with 2022, with the average grade maintained at a Merit plus.

Applied General Levels APS per entry

66. Applied general levels are level 3 qualifications for students who want to continue their education through applied learning. The APS per entry for applied general levels on the Isle of Wight remains relatively strong and has maintained an average grade of Distinction minus.

APS per entry	2022	2019	2018
Isle of Wight	31.1	30.4	29.6
National	31.8	28.3	28.2

Technical certificates APS per entry

67. Technical certificates are a Level 2 qualification. The APS per entry for technical certificates on the Isle of Wight remains strong and has maintained an average grade of a Level 2 Merit

APS per entry	2022	2019	2018
Isle of Wight	6.0	6.1	5.9
National	5.8	5.7	5.8

Destinations at the end of Secondary education (Key Stage 4)

68. All young people in England are required to participate in formal education or training until at least their 18th birthday, under the Raising of the Participation Age (RPA) legislation introduced in 2015. The local authority has broad statutory duties to encourage, enable and assist young people to transition successfully from Key Stage 4 to Key Stage 5.
69. The September Guarantee is a statutory process which ensures all young people completing compulsory education in Key Stage 4 receive the information, advice, and guidance they need, to apply for and secure an appropriate place in post-16 education or training. The proportion of young people on the Isle of Wight receiving a guaranteed place in post 16 education and training has increased in 2022 and ranks the highest in the SE region for this statutory measure.

September Guarantee RPA Offers					
	2022	2021	2020	2019	2018
IOW	98.3%	98.2%	94.7%	98.3%	96.5%
National	94.5%	95.5%	94.3%	95.0%	94.5%
SE	92.8%	93.2%	90.9%	93.8%	93.0%

Source: CCIS DfE Jan 2023

70. Young people on the Island progress well into education, employment, and/or training (EET) destinations in Key Stage 5. Numbers reduced during the pandemic due to fewer employment and training opportunities, including apprenticeships, however, this has recovered to above national and SE average.

16-18 Education, Employment and Training					
	2022	2021	2020	2019	2018
IOW	96.2%	96.9%	93.1%	97.4%	96.1%
National	94.0%	94.7%	93.7%	93.9%	93.6%
SE	92.0%	93.6%	2.4%	92.7%	93.5%

Source: CCIS DfE Dec 2022

71. The course level breakdown for young people leaving Key Stage 4 is presented in the table below. A Levels are the most popular programme of study, accounting for approximately half of all post 16 destinations

IOW Yr12 Course Level Breakdown					
	2022	2021	2020	2019	2018
Level 3 A levels	48.0%	50.0%	47.0%	53.0%	46.0%
Level 3 Technical	16.0%	19.0%	14.0%	13.0%	14.0%
Level 2 GCSE	0.0%	1.0%	8.0%	0.0%	7.0%
Level 2 Technical	18.0%	14.0%	14.0%	16.0%	15.0%
Level 1 Technical	5.0%	10.0%	12.0%	9.0%	11.0%
Other Education	13.0%	6.0%	5.0%	10.0	6.0%

Source: CCIS DfE Nov 2022

Children and Young People Experiencing Vulnerability

72. Both nationally and on the Isle of Wight, outcomes for children and young people experiencing vulnerability have been weaker than those of their peers by some margin over time. Children and young people experiencing vulnerability typically include those living in circumstances of relative poverty, sometimes referred to as 'disadvantaged', those with special educational needs, and those open to social care. With increases in numbers of children and young people within all these groups, further compounded through the pandemic, there is an overall rise in the proportion for whom strong educational outcomes are more challenging to achieve. There is a social, moral and economic imperative to address this issue; determinants of educational outcomes such as school attendance, for example, need to be tackled as a priority, led by but beyond the Education and Inclusion Branch of the Children's Services Directorate, to include wider services and partner agencies. A statement of intent has been developed over 2022 to focus this work, with rollout and engagement activity with partners required in early 2023 to drive effective implementation [Services for Schools: Twenty Strands](#).
73. Pre-pandemic, trend data shows outcomes for children and young people experiencing vulnerability were proving stubborn to shift. Data for 2022 confirms that, nationally and locally, the impact of the pandemic is significant, with a widening of educational inequalities for children and young people experiencing vulnerability.
74. At the end of the primary phase on the Isle of Wight in 2022, 29% of children experiencing economic disadvantage (eligible for free school meals) achieved ARE in reading, writing and mathematics (RWM) combined, compared to 54% of their non-disadvantaged peers. This represents a gap of 24%, which is slightly higher than the national gap of 22%.
75. At the end of the secondary phase on the Isle of Wight in 2022, provisional data shows that 67% of young people experiencing economic disadvantage achieved the Basics at grade 4+, compared to 44% of their non-disadvantaged peers. This represents a gap of 23% which, positively, is less than the national gap of 28%.
76. Outcomes at the end of the primary phase for children and young people with special educational needs (SEND) show an overall fall nationally and locally in

2022 compared to pre-pandemic levels. A number of actions have been taken to focus on the SEND group over the last two years, recognising the need to strengthen this area of the Island's work. For example, new guidance on meeting the needs of children and young people at the level of SEN Support was co-produced with stakeholders and has been a focus of work with schools since its rollout in March 2021 [sen-support.pdf \(hants.gov.uk\)](#). It will take time for this work to have impact on practice and subsequently on outcomes; however, there are indications of improved provision for this group in the classroom.

77. Extensive universal, targeted and bespoke training offers are available to schools through services such as HIAS and HIEP (Hampshire and Isle of Wight Educational Psychology), with the aspiration to extend the Hampshire Primary Behaviour Service (PBS) onto the Isle of Wight as a dedicated team from September 2023. SEND-focused project work is underway in schools designed to build capacity in the workforce and across the system to meet special educational needs effectively.
78. Children and young people open to social care can typically experience some of the lowest attainment outcomes, often as a result of erratic and/or poor school attendance linked to family circumstances, coupled with the impact of adverse childhood experiences, sometimes including issues of attachment and/or trauma. Following the pattern for other groups experiencing vulnerability as described above, the impact of the pandemic appears to have been greater on this group on the Island than their peers, with negative attainment gaps widening for the majority of key performance indicators across the age ranges. There is currently no comparative attainment data nationally for the open to social care cohort in 2022.

Conclusions and recommendations

79. In conclusion, improving attainment in Isle of Wight schools must remain a key focus across all Key Stages.
80. There are positives through the data sets, in particular with individual subjects and schools, and these must be celebrated and built on as schools recover from a time of significant educational change and challenge.
81. The 2022 data analysis underlines the important work of HIAS in supporting improved outcomes, and this work will be enabled to have more impact as the HIAS focus returns more sharply to attainment and standards. A return to the physical HIAS presence in schools and with school leaders is also important.
82. Attainment for children and young people experiencing vulnerability must also remain a priority area of focus. A number of actions are being taken to strengthen the school system in this respect as highlighted.
83. It is recommended that priority areas and actions being taken are revisited in the next annual report in relation to progress and impact.
84. Members of the committee are asked to note the report

Finance

85. None.

Performance

86. Performance as outlined in tables above.

Consultation and Equalities

87. None.

Climate Change Impact Assessment

88. None.

Climate Change Adaptation and Mitigation

89. None.

Carbon Mitigation

90. None.

Other Key Issues

91. None .

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Steve Crocker OBE
Director of Children's Services

(CLLR) Debbie Andre
Cabinet Member for Children's Services,
Education and Skills

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Policy and Scrutiny Committee for Children’s Services, Education and Skills Workplan 2022-25

The committee assists Cabinet in the development and implementation of key plans, policies and activities set out in the Corporate Plan relating to the delivery of relevant services, including:

Children’s Services
(including safeguarding)

Corporate Parenting

Special Educational Needs
and/or Disabilities

Early Help

Education

Apprenticeships

Adult Learning

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Date	Agenda Items	Description & Background	Lead Officer/Cabinet Member
2 March 2023	SEND Strategy and Safety Valve	To be provided with a verbal update on the Isle of Wight Councils Safety Valve bid	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	Pathway into further Education & Training	To look at how young people can access further education and training	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	School Attainment	A report on School Attainment is submitted to the committee on an annual basis, the purpose of the report is to provide the context for statutory assessments and examinations that took place in 2022 against previous years.	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
22 May 2023 - INFORMAL	TBC		
15 June 2023	Performance & Budget	Current performance trends and budget 2023/24	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	Children’s Health & Wellbeing	To discuss key issues in relation to the health and wellbeing of children	Director of Public Health Cabinet Member for Adult Social Care and Public Health

Agenda Item 9

	Fostering & Adoption Annual Reports	To consider the annual reports	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Social Care Review	To consider the implications of the Independent Review of Children's Social Care.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Children with Disabilities	To consider the range of provision on the island and understand the challenges that are faced such as recruitment and retention	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
24 July 2023 - INFORMAL	TBC		
7 September 2023	Annual Complaints Report – Children's Social Work	To consider the annual report in accordance with best practice advice from the Local Government and Social Care Ombudsman to ensure that lessons learnt are being implemented	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Isle of Wight Start for Life and Family Hub Programme	To consider a report on the development of the Isle of Wight Family Hub offer and the delivery plan	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	School Attendance & Exclusions	The committee to consider the latest position on attendance and exclusions.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Early Years Childcare Sufficiency Report	The purpose of the report is to provide an overview of Early Years childcare sufficiency on the Isle of Wight. The LA has a statutory duty to ensure there are sufficient Early Years childcare places that are accessible to parents. This duty is presented through this report to elected council members and is made available to parents. Scrutiny will review the report ahead of Cabinet on 9 March 2023.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Post Decision Scrutiny - School Place Planning	To consider the report on school place planning following it going to Cabinet in June 2023	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
30 October 2023 - INFORMAL	TBC		

7 December 2023	Performance & Budget	Current performance trends and budget 2023/24	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	IW Safeguarding Children's Board Annual Report	To consider the annual report	Chairman of the Board
	Social Worker Recruitment & Retention	To consider steps being taken to assist in the recruitment and retention of social workers within Children's Services	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Corporate Parenting Board Annual Report	To receive a report on the achievements of the year, the challenges of the year, the action plan for the next year to enable scrutiny to work alongside and monitor the actions of the CPB to improve the governance of Children's Services as a whole.	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
5 February 2024 - INFORMAL	TBC		
7 March 2024	School Attainment	To consider the annual report on attainment	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
June 2024	Performance & Budget	Current performance trends and budget 2024/25	Director of Children's Services Cabinet Member for Children's Services, Education and Skills
	Fostering & Adoption Annual Reports	To consider the annual reports	Director of Children's Services Cabinet Member for Children's Services, Education and Skills

September 2024	Annual Complaints Report – Children’s Social Work	To consider the annual report in accordance with best practice advice from the Local Government and Social Care Ombudsman to ensure that lessons learnt are being implemented	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
December 2024	Performance & Budget	Current performance trends and budget 2023/24	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills
	IW Safeguarding Children’s Board Annual Report	To consider the annual report	Chairman of the Board
March 2025	School Attainment	To consider the annual report on attainment	Director of Children’s Services Cabinet Member for Children’s Services, Education and Skills