



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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