

**Crispin Drummond, Chair**



**P&S Committee Children's Services, Isle of Wight  
7<sup>th</sup> December 2023**

**Overview: Strong Academic Results on the Island**

1. Why they matter
  - Personal fulfilment of potential:
    - Every child's right
    - Dept of Education requirement
  - Support the Island's Economic Plan:
    - Self-sufficiency of professionals
    - New industrial growth
    - Local confidence and dynamism
2. How they stand now
  - Comparison with neighboring authorities (Appendix 2)
3. Potential improvement
  - Comparison with other authorities that have made improvements (Appendix 3)
4. Possible steps (A)
  - Individual initiatives:
    - National Tutoring Scheme
    - High Sheriff's Literacy Programme
    - Southern Universities Network
  - Initiatives on the Island of local universities:
    - OUS Mentoring programme (*see below*)
    - Teach First
    - Engagement with Academies
5. Required steps (B)
  - Actual Leadership and Co-ordination of education strategy across the Island
  - Concrete integration of education strategy with Economic Plan
  - Adopt those Individual Initiatives you choose to make permanent
  - Constant positive publicity of targets and successes

## The OUS Mentoring programme: in general

1. Introducing OUS
  - Local alumni association, with about 200 active members
  - Most are retired professionals, with a public service ethos
  - Acting independently of the University itself, without any particular incorporation, finances or professionalism of its own
2. The OUS outreach motivation
  - Desire to put something back
  - Ability to use experience and skills
  - Requirement to use time efficiently and productively
3. The Mentoring programme
  - Work with sixth form teachers to identify pupils who are
    - a) academically able, with the potential to get to a Russell Group university and a regular professional career beyond;
    - b) with some kind of disadvantaged background that might impede their confidence in taking those steps; and
    - c) willing to commit to the programme.
  - Provide a dedicated Mentor for 1 to 1 sessions of 40 minutes each, once a fortnight with selected pupils over an eight-month period
  - Role of Mentors: They are not teachers, and not there to give advice. Instead, they are selected to be good listeners, to help pupils work out for themselves the challenges of their next steps after sixth form. Mentors are DBS checked, and free to identify and discuss issues raised by the pupil in the context of their university application.
4. Overall scope of the OUS Mentoring programme
  - OUS has provided this programme since 2015, and now supports about 20 sixth form colleges and schools across Hampshire with about 75 volunteer Mentors
  - there has been a pilot project on the Island in recent years, but in 2024 we are moving into full production
5. Network of OUS activity in Hampshire
6. Costs to a school of hosting an OUS Mentoring programme
  - Zero financial cost
  - Mentors need meeting rooms each visit and pupils' participation needs to be positively reinforced by the Student Services/ Careers staff, and in turn the SMT
7. Outcome of OUS Mentoring programmes
  - 85% of pupils complete the course, with favourable feedback
  - All Mentors report deep satisfaction with the experience of overseeing the transformation in the confidence of a young adult
  - Schools observe significant improvement in the awareness confidence and aspiration of their pupils
  - Over time, schools record important improvements in their numbers going to good universities

## The OUS Mentoring programme: on the Island

1. Four major schools with A Level sixth forms
  - Christ the King
  - Cowes Enterprise College
  - Island V1th Form
  - Ryde Academy
2. All four welcomed the OUS proposal in September
  - Letters
  - Emails
  - Personal meetings & presentations
  - Follow-up correspondence
  
  - Results to date: Active OUS Mentoring programmes are now underway with:
    - Christ the King
    - Cowes Enterprise College
3. The four schools are very different
  - Personal experience
  - Priority given to academic excellence
  - Institutional organization
  - Challenging enrichment programme
  - Strong Careers function
  - Supporting Disadvantaged pupils
  - Priority given to academic excellence
4. Next steps:
  - Immediately, help OUS get the other schools on board
  - Celebrate publicly the c 100 Island pupils who get to Russell Group universities each year
  - Make it a Council priority:
    - Set targets for more of the same
    - Devise and support other initiatives that focus on Strong Academic Results
    - Take long term ownership of the initiatives that work
    - Integrate Strong Academic Results with the Island's Economic Plan