

Children's
Services

BMT

IoW Education Update

30 January 2024

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Hampshire
County Council

Early Years Foundation Stage (EYFS) Headlines

Good Level of Development (GLD)	2023	2022	2019
Isle of Wight	69%	63%	72%
National	67%	65%	72%
Diff.	+ 2%	-2%	=

Phonics 2023 Outcomes

Working At Expected Standard	2023		2022		2019	
	Yr 1	Yr 2	Yr 1	Yr 2	Yr 1	Yr 2
Isle of Wight	75%	64.3%	63%	30.7%	78.2%	47.3%
National	79%	58.7%	75%	44.2%	81.9%	55.9%
Diff.	-4%	+5.6	-12%	-13.5	-3.7	-8.6

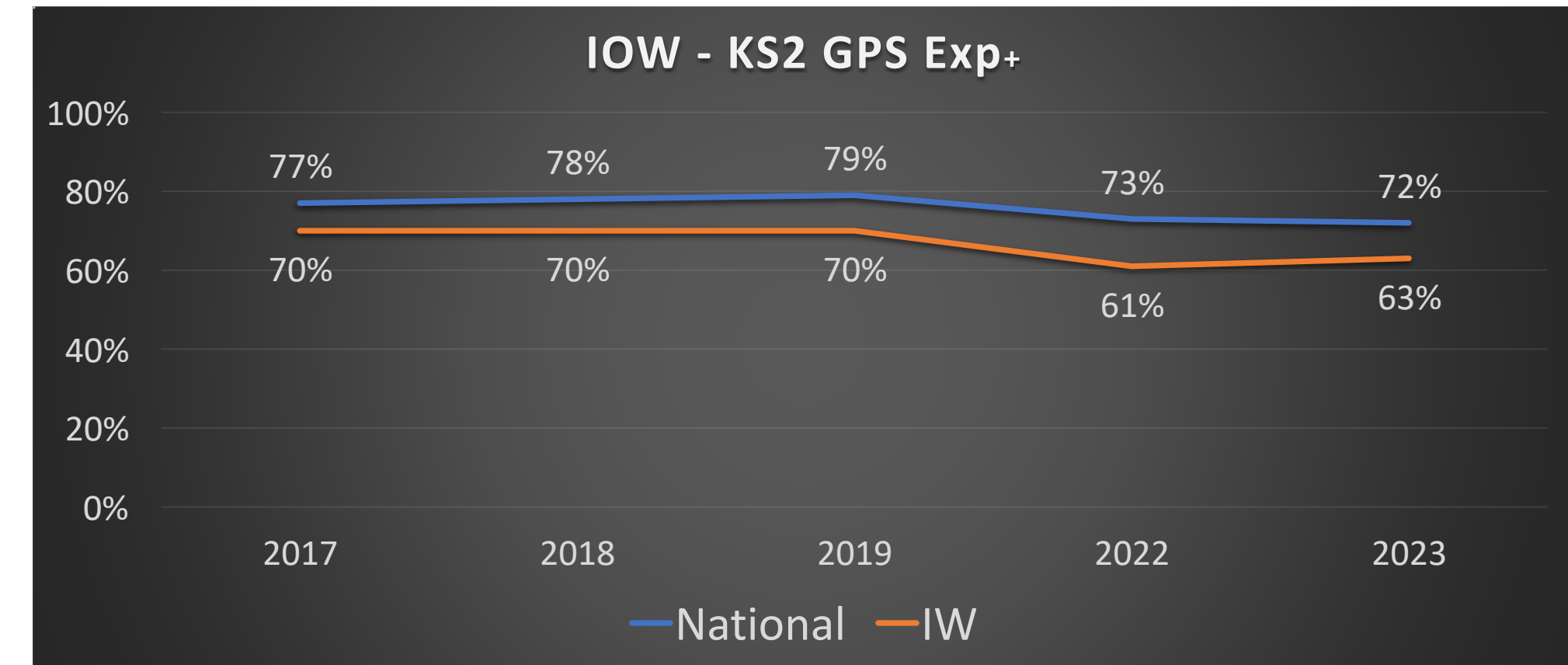
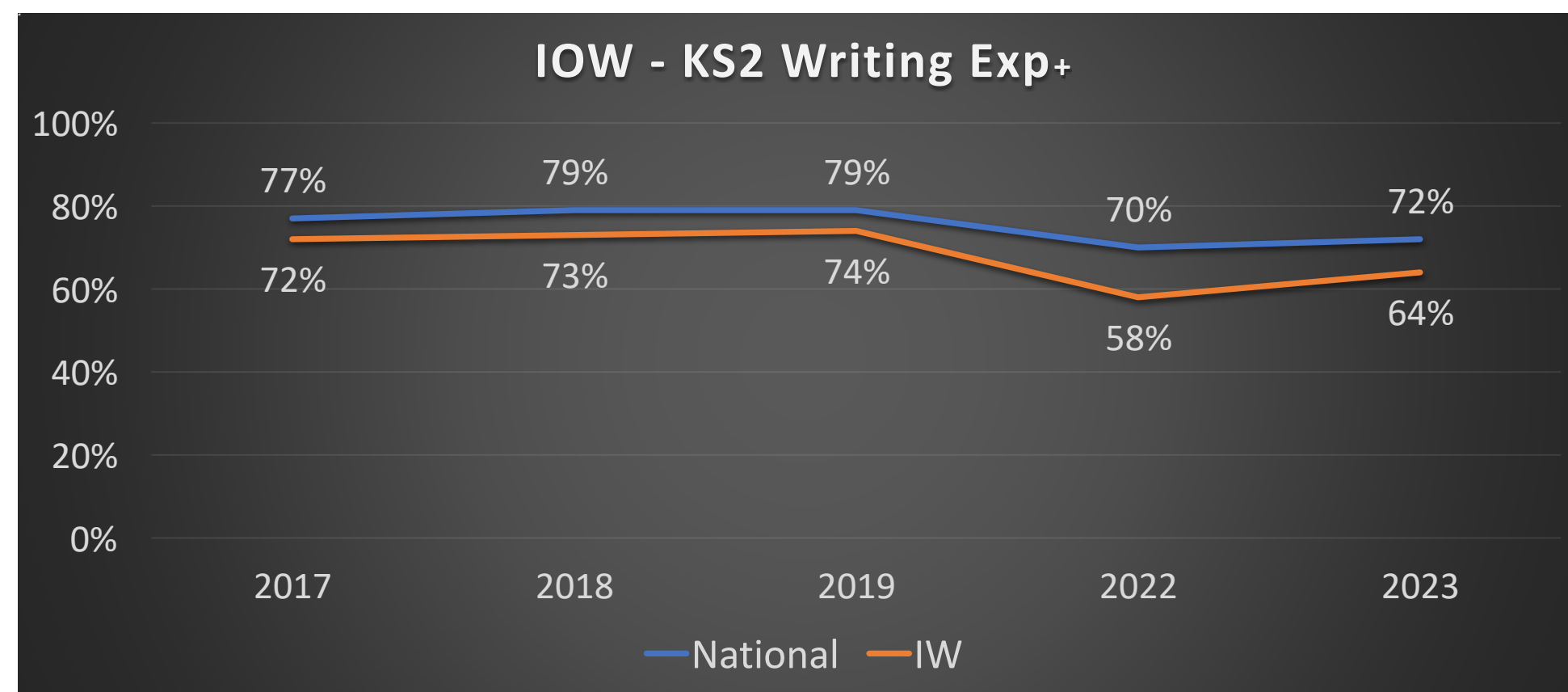
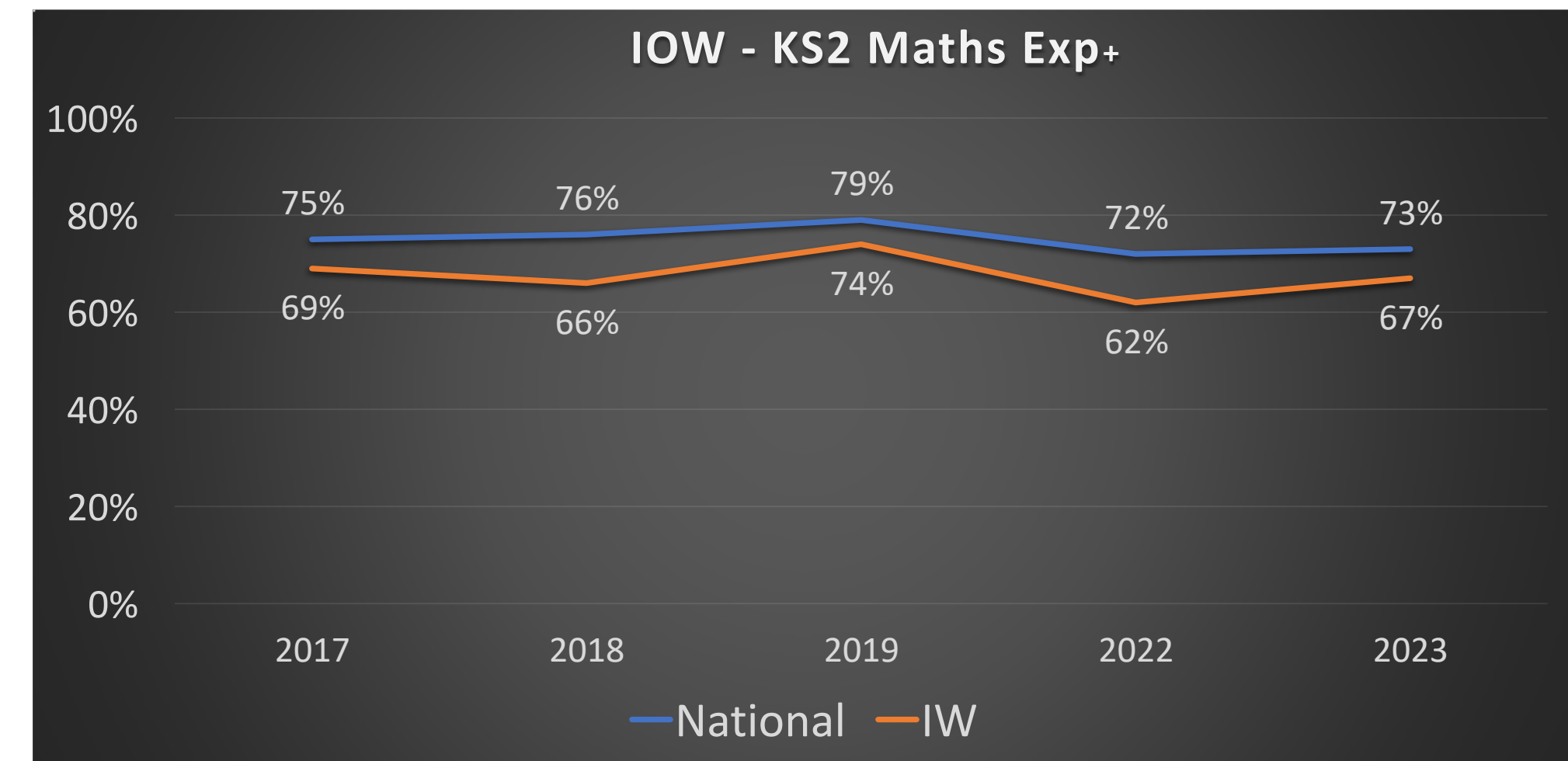
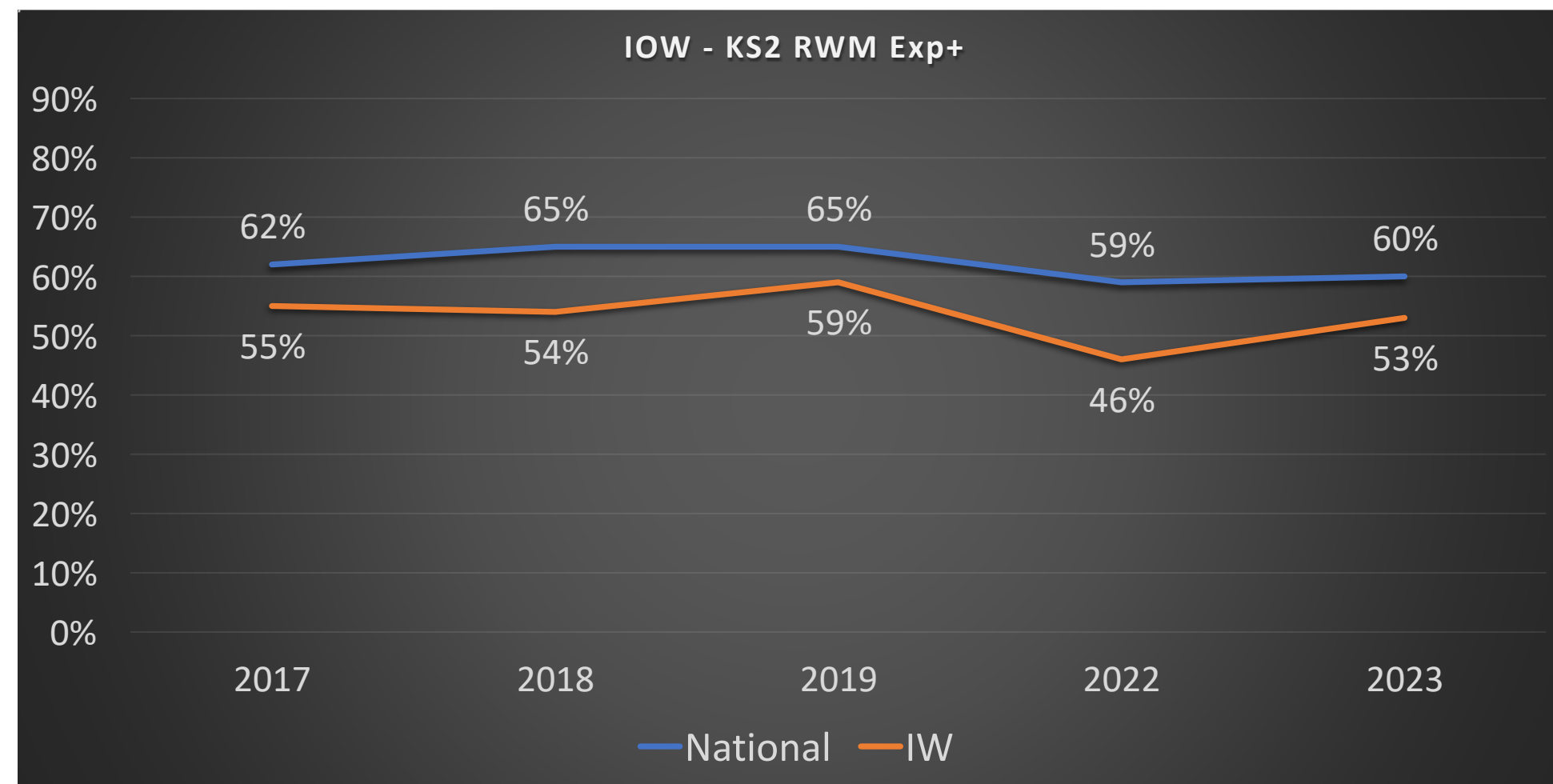
Data source: Keypas/ NEXUS. Provisional

2023 Key Stage 2 Headlines

RWM – EXS+	2023	2022	2019	2018
Isle of Wight	53%	46%	59%	55%
National	60%	59%	65%	64%
Diff.	-7%	-13%	-6%	-9%

Data source: DfE publication: “ks2_regional_local_authority_and_pupil_characteristics_2023_revised”

KS2 Trends over time – subject level



Data source: DfE publication: "ks2_regional_local_authority_and_pupil_characteristics_2023_revised"

Professional Development Offer

- Extensive programme across the academic year
- Informed by school self-evaluation, Ofsted outcomes, national and local priorities
- Liaison with Executive HT group and forming of HT CPD Group
- Courses and programmes delivered by specialists
- Many fully or partially funded by the LA

KS2 Disadvantaged Headlines

RWM – EXS+	2023	2022	2019	2018
Isle of Wight	40%	28%	44%	41%
National	44%	43%	51%	51%
Diff.	-4%	-15%	-7%	-10%

Data source: DfE publication: “ks2_regional_local_authority_and_pupil_characteristics_2019_to_2023_revised”

KS4 2023 outcomes - overall

	Progress 8			5+ En/Ma			4+ En/Ma		
	2023	2019	Diff	2023	2019	Diff	2023	2019	Diff
Isle of Wight	-0.24	-0.34	+0.10	36.2%	33.8%	+2.4%	57.9%	56%	+1.9%
National	-0.03	-0.03	0	45%	43.4	+1.6%	65%	64%	-1%

- Increases in headline measures on IOW - increases are higher than those nationally
- Testament to work done by schools to embed improvements to curricula and teaching and learning over time and to support students to close gaps in learning
- Raising attainment projects, SEN leadership work, subject specific development work and positive tone of support and challenge for leaders from LA advisers have supported these improvements

KS4 2023 outcomes - SEN students

- Progress 8 score has improved for SEN Support students in 2023, up **0.25** (-0.28 in 2022; -0.53 in 2019)
- En/Ma 9-4 has **improved** for SEN students overall in 2023, **up 4.1%** (33.5% in 2023 from 29.4% in 2019)
- There has been strong impact of work done by HIAS with leaders in schools on curriculum and learning for SEN Support students – improvements are recognised in at least one Ofsted report – this work has been school-wide and subject specific
- Adaptive teaching has been a strong focus of general and subject specific HIAS visits
- Schools have embedded this work and leaders have positively embraced innovation and change

KS4 2023 outcomes - Disadvantaged students

- Achievement of disadvantaged students shows an **increase** in several measures in 2023 to in 2019 – 5+ En/Ma up **2.5%** and P8 increased by **0.03**. **English** has increased at 4+ and 5+ and **Maths** at 4+. **EBacc entry** has risen by 5.4%.
- Disadvantaged students are still experiencing the long-term impact of lost learning from the pandemic and their learning and wellbeing remains a priority
- Attendance and inclusion panel meetings and individual meetings with schools continue to focus on supporting disadvantaged students to attend regularly
- HIAS offers a range of opportunities and materials to support schools in Tackling Educational Disadvantage, including training videos, support for curriculum and teaching and learning and a school self-evaluation tool
- The attendance and progress of disadvantaged students and their sense of inclusion in the classroom is a focus of all whole school and subject inspector visits

Actions to support Secondary school improvement in 2023/24

- Changes to format of secondary headteachers' meetings to maximise positive collaboration and sharing of successful practice
- Sharpening focus of deputy headteachers' group to focus on key identified priorities agreed by all schools – Transition and provision in Year 7 and curriculum suitability and flexibility at KS4 (especially for the most vulnerable)
- All subject support to develop further excellent SEND work to date and to focus on improving outcomes for disadvantaged students
- Continue to provide high-quality subject network meeting offer
- Forge ever closer links between partners with a stake in improving the lives of CYP around agreed key priorities – e.g. schools and governors, LA professionals (inclusion, attendance etc), FE providers, SEND employment forum, councillors, Island Futures, ICP

Attendance – actions taken to effect further improvement

Ensuring that policies and forms used by schools are the same to ensure that work to improve attendance is consistent and compliant across schools

LA is ensuring it is well-placed to implement Working together to Improve School Attendance guidance, to include:

- termly attendance networks for schools;
- drop-in sessions for families with EIS with Early Help;
- introduce support plans to facilitate work with families whose children have low attendance;
- targeted work with groups of concern e.g. Year 11;
- working with SCP to address educational neglect;
- developing strong working relationships with medical professionals;
- training for schools on communicating with families to improve attendance
- specific work to align curricula at KS4 and support transition at KS2-3

Key Stage 5 – At a glance

- As with GCSEs, pupils taking A level and other post-16 qualifications were awarded teacher assessed grades in 2020 and 2021. In 2022, as with GCSEs exams were taken by students at the end of their post-16 courses of study. In 2023, the DfE announced a return to pre-pandemic grading levels, with the same caveats applied as explained in the previous section for GCSEs. As with GCSE, although a relevant comparison can be made with 2019 outcomes, it must be borne in mind that individual schools and pupils were affected differently by the pandemic. In addition, again as with GCSEs in 2023, across a range of subjects, marks required to attain certain grades were significantly higher than in 2019. Consequently, even these comparisons should be treated with caution.
- APS per entry for **A Levels** on the Isle of Wight continues to improve - improvement is broadly in line with the national improvement.
- APS per entry for **Technical Levels** on the Isle of Wight has increased overall at greater than the national rate comparing 2018 with 2022, with the average grade maintained in 2022 at a Merit plus. There were insufficient entries to Technical Levels in 2023 on the Isle of Wight to provide significant data.
- Despite a decrease in 2023, the APS per entry for **Applied General Levels** on the Isle of Wight remains relatively strong over time. Nevertheless, the APS increased nationally in 2023 and therefore the decrease on the Isle of Wight merits further investigation.
- Technical Certificates are a Level 2 qualification. The APS per entry for **Technical Certificates** on the Isle of Wight has remained strong and had an average grade of a Level 2 Merit in 2022. In 2023, there were not enough entries on the Isle of Wight to provide significant data.

Ofsted Statistics as at January 2023 IoW

75 % of Schools 'Good' or better

- Primaries – 28 good, 9 Requires Improvement (RI)
- 1 all through - 1 Good
- 2 specials - 2 Good
- 1 IoW Learning Centre - Good
- 6 IoW Secondaries – 3 Good, 3 RI
- St Catherine's - Good

36/48 Schools 'Good'

Conclusions and next steps

- In conclusion, although we there has been an improvement attainment in Isle of Wight schools this year, there is a recognition that must remain a key focus across all Key Stages.
- There are positives through the data sets, with individual subjects and schools. These areas should be identified and celebrated, however work is needed to disseminate and embed good practice to secure consistently strong practice across all key stages.
- 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.
- Ensuring that policies and forms used by schools are the same to ensure that work to improve attendance is consistent and compliant across schools.
- Securing strong attendance remains a priority for all schools. The LA is ensuring it is well-placed to implement Working together to Improve School Attendance guidance, with a number of specific workstreams in place to support and sustain this work.