



# Isle of Wight Education Strategy

A cradle to career approach

**2024 to 2030**



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



# The voice of children and young people

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

"More opportunities to have a larger friendship group."

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

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

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

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

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

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

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

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



# Foreword

## Ashley Whittaker

### Director of Children's Services



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

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

## Naomi Carter

### Service Director for Education, Inclusion and Access



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

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

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



# Executive summary

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

Recognising and valuing the diversity of the 19,000+ children and young people in education on the Island, our ambitious strategy has been informed by deep collaboration with a variety of key stakeholders who share our commitment and passion to make a positive difference to their lives. This strategy is underpinned by five pillars that will support the achievement of our vision into the next decade creating a cradle to career approach:

- **High aspirations.**
- **Rich curricular experiences with meaningful pathways into adulthood.**
- **High quality special educational needs and disabilities provision for children and young people.**
- **A highly trained workforce, with a range of continued professional development and clear career routes.**
- **A sustainable education infrastructure.**

Our pillars will be supported by the council's values, and by following the Nolan Principles of public life.

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



# Why an education strategy for the Isle of Wight?

This is an exciting time for the Isle of Wight and the ideal opportunity to build a world-class education system for the Island. The new education, inclusion and access department has led on the development of an ambitious vision for the Island. We have worked closely with our school leaders and communities, including children, young people, and their parents and carers, to understand what is important to them.

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

- **High aspirations.**
- **Rich curricular experiences with meaningful pathways into adulthood.**
- **High quality special educational needs and disability provision for children and young people.**
- **A highly trained workforce, with a range of continued professional development and clear career routes.**
- **A sustainable education infrastructure.**

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

## How we developed our education strategy

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

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

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

### Being community focused

Wherever possible, putting the needs of our residents first.

### Working together

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

### Being effective and efficient

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

### Being fair and transparent

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

# Context of the Isle of Wight

## Children and young people on the Island

- 19,162 children and young people in education on the Island, including in early years
- 2,460 children who are funded in early years settings
- 8,163 in primary
- 6,192 in secondary
- 1,266 in all-through
- 326 in special
- 101 in a pupil referral unit
- 654 (3.4%) are electively home educated
- 1,744 (9.1%) with education health care plan (0 to 25)
- 2,539 (15%) at SEN support (five to 16)
- 4,002 (25%) receive free school meals
- 4,316 (27%) are pupil premium
- 885 (5.5%) have English as an additional language
- 284 (1.7%) are service children
- 1,499 (7.8%) are children with a social worker
- 248 looked after children
- 1,270 children in need
- 181 child protection

## The school system

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

### The rich tapestry of our Island schools:

- Six of the above are Catholic schools
- 11 of the above are Church of England
- Two of the above are shared denomination
- There are nine academies
- There are five federations across 12 of the schools above

## Outcome measures

### Ofsted

- 2.7% of all schools are outstanding
- 74.5% of all schools are good
- 75.7% of primary schools are good
- 50% of secondary schools are good
- 100% of special schools are good
- 100% of pupil referral units are good
- 0% inadequate schools

### Attendance

- 94.1% primary attendance
- 90.5% secondary attendance

### Pupil outcomes

- 67.80% reached good levels of development in early years
- 78.3% achieved the age expected level in phonics tests taken at the end of year 1
- 51.10% achieved the age expected level in reading, writing and maths at the end of key stage 2
- -0.26 progress 8 (a measure of a pupil's progress from key stage 2 to key stage 4 across a set suite of eight subjects)

- 41.50 attainment 8 (a measure of a pupil's average grade across a set suite of eight subjects at key stage 4)
- 59.10% achieved the basics indicator (English and mathematics) level 4+ at key stage 4
- 39.7% achieved the basics indicator (English and Mathematics) level 5+ at key stage 4
- 3.2% are not in education or training (NEET)
- 98.8% September guarantee: Offers of education and training for young people aged 16 and 17

## Early years providers

- 12 school based
- 35 private, voluntary, and independent
- 28 childminders

This data is correct as of 12 February 2025. Data sourced from:

[www.gov.uk/government/organisations/department-for-education/about/statistics](https://www.gov.uk/government/organisations/department-for-education/about/statistics)  
[department-for-education.shinyapps.io/neet-comparative-la-scorecard/](https://department-for-education.shinyapps.io/neet-comparative-la-scorecard/)



# Isle of Wight education vision

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

High aspirations

Rich curricular experiences with meaningful pathways into adulthood

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

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

A sustainable education infrastructure

**A cradle to career approach**



# How will we know when we have achieved our vision?

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

## Pillars to achieve the vision

### High aspirations

#### **We will know when we are successful because:**

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

### Rich curricular experiences with meaningful pathways into adulthood

#### **We will know when we are successful because:**

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

### High quality special educational needs and disabilities provision for children and young people

#### **We will know when we are successful because:**

- All children and young people's needs can be met on the Island, through high quality inclusive teaching.
- Increase specialist places to be used where appropriate.

### A highly trained workforce, with a range of continued professional development and clear career routes

#### **We will know when we are successful because:**

- People want to come to the Island to work in our school system.
- We have well-trained, well-qualified staff.
- Career pathways enable staff who want to climb the career ladder or develop in other ways, e.g. SEND.

### A sustainable school system

#### **We will know when we are successful because:**

- All children and young people have an appropriate school place.
- The majority of children and young people with special educational needs and disabilities are able to stay on the Island.
- Our schools are nationally recognised for their 'green' credentials.
- All our schools are financially sound.



# Pillar one

## High aspirations





# Overview of pillar one

## High aspirations

### Children's outcomes (attainment and progress)

#### What success will look like:

- Children and young people will leave primary school being literate and numerate.
- Children and young people leave school with at least four good GCSE passes or equivalent and progress onto a college course or training of their choice.
- Children and young people from disadvantaged backgrounds will achieve in line with their peers.
- Children and young people with special educational needs and disabilities, achieve at an appropriate level.

### School outcomes (attainment and Ofsted)

#### What success will look like:

- All children and young people will be able to attend a great school or provision.
- Outcome measures are above national educational benchmarks.

### Attendance

#### What success will look like:

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

### Positive relationships (behaviour)

#### What success will look like:

- Exemplary behaviour.
- Suspension and exclusions will reduce across all groups of children and young people.

### Elective home education

#### What success will look like:

- Confidence in education increases and more children and young people come back into the school system.
- Robust monitoring ensures children and young people who would be better educated within a school setting are offered this and supported to transition into a school.


# How we are going to achieve pillar one

## High aspirations

We will:

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



A photograph of four children sitting around a campfire in a forest. In the foreground, a girl with brown hair in a ponytail, wearing a green and white plaid shirt and blue jeans, is crouching and holding a black metal lid over a fire pit. She is wearing red leather gloves. In the background, three other children are sitting on logs: a boy with dark curly hair in a yellow and blue plaid shirt, a boy with dark curly hair in a green t-shirt and blue jeans, and a girl with blonde hair in a pink t-shirt and blue jeans. The background is a dense forest with green trees.

## Pillar two

Rich curricular experiences with meaningful pathways into adulthood



# Overview of pillar two

## Rich curricular experiences with meaningful pathways into adulthood

### Transitions (at all points in a child or young person's education)

#### What success will look like:

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

### Broad curriculum offer, including vocational courses linked to careers on Island

#### What success will look like:

- Children and young people will have a range of curriculum options, which meet their needs.
- Schools offer a broad and balanced curriculum, including vocational opportunities.

### Robust career advice and guidance from an early age

#### What success will look like:

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

### Post 16 offer, for all children and young people

#### What success will look like:

- Children and young people have a range of career options available to them.
- Children and young people with special educational needs and disabilities will be supported to achieve and have clear pathways into adulthood.
- All children and young people will have an opportunity to be offered a September Guarantee at a local training provider or college.

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

#### What success will look like:

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

# How we are going to achieve pillar two

## Rich curricular experiences with meaningful pathways into adulthood

We will:

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



**Pillar three**  
High quality special  
educational needs and  
disabilities provision  
for children and  
young people



# Overview of pillar three

## High quality special educational needs and disabilities provision for children and young people

### A comprehensive ordinarily available provision offer

#### What success will look like:

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

### High quality outreach

#### What success will look like:

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

### Compliant statutory services

#### What success will look like:

- Our special educational needs services are able to meet and exceed our performance indicators.
- Parents and carers have confidence in the system.

### High quality specialist support (occupational therapy, speech and language therapy, educational psychology and mental health services)

#### What success will look like:

- A range of high quality advice, from a range of sources supports the statutory process.
- Children and young people benefit from specialist support which helps them in the classroom.
- Access to mental health support.

### Robust commissioning arrangement

#### What success will look like:

- We have clear commissioning arrangements in place which support all children and young people.
- External partners play their part in the commissioning and delivery of support for children and young people.

# How we are going to achieve pillar three

## High quality special educational needs and disabilities provision for children and young people

We will:

- Develop and continually update our ordinarily available provision guidance.
- Enhance joint commissioning of support between education, health and care services for children and young people with special educational needs and disabilities to ensure services work together effectively.
- Ensure all children and young people have access to an educational setting that is appropriate to their needs.
- Listen to children's and their families' voices to get the right support and help at the right time.
- Collectively act as champions for vulnerable children and young people when we recognise that they are not being served.
- Incorporate the views of children and young people with special educational needs and disabilities, children looked after and children with a social worker in order to minimise barriers to learning and ensure the holistic development of children and young people.
- Through training and development, maximise the effectiveness of high quality inclusive teaching and assessment to promote swift identification of need and appropriate, evidence-based intervention.
- Ensure schools are fully aware of their responsibilities to keep all parents and carers informed of their child's progress when they are falling behind and what is being done to address this.
- Ensure we have a robust outreach offer which supports the whole system.
- Increase the number of supported internships for post-16 and post-19 pathways to support more young people with special educational needs and disabilities into meaningful employment.





## Pillar four

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



# Overview of pillar four

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

## Recruitment (local authority and schools)

### What success will look like:

- Schools are able to recruit the best support staff, teachers and leaders.
- The local authority is able to recruit the best staff and leaders.
- Recruit governors with a range of skills to govern our school system.

## Retention and wellbeing

### What success will look like:

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

## Continued professional development for all

### What success will look like:

- A comprehensive offer is available to develop the skills of the workforce.

## Clear career progression (local authority and schools)

### What success will look like:

- There are clear pathways for all staff to access and follow, with support and training.

## Governor development

### What success will look like:

- Governors are able to fulfil their duties effectively.
- Develop a robust training offer for governors.

# How we are going to achieve pillar four

## A highly trained workforce, with a range of continued professional development and clear career routes

We will:

- Support school leaders and staff in ensuring a culture to address wellbeing and take account of teacher workload.
- Ensure Island leaders are well supported and developed.
- Ensure a robust system of challenge and support where a high quality workforce is retained across the Island.
- Collaborate with school leaders and stakeholders to ensure the recruitment and retention of effective practitioners.
- Provide a range of evidence based, continuing professional development programmes, which improve practice in the workplace.
- Ensure a system-wide approach to whole school development in relation to school staff's knowledge of special educational needs and disabilities.
- Develop a sustainable model that enables schools to support staff wellbeing in partnership with staff and their trade unions.
- Develop skills, confidence and the possibilities of digital technology as an enabler of learning as well as a tool to reduce staff workload and effect cost savings, through drawing on support from nationally accredited expertise in our schools.
- Increase the diversity of governors to better reflect the school population through targeted recruitment, training and development.
- Work with all schools, settings, academies and trusts to develop a clear protocol to develop strong leadership in schools.

A photograph of a student riding a black bicycle with orange accents. The student is wearing a white shirt, a grey skirt, a large black backpack, and a red and orange flame-patterned helmet. They are riding on a paved path in front of a modern school building with large windows and a brick entrance. Other students with backpacks are walking in the background. A grey curved graphic element is on the left side of the image.

## Pillar five

### A sustainable education infrastructure



# Overview of pillar five

## A sustainable education infrastructure

### Financially secure schools

**What success will look like:**

- All schools will be in a balanced budget situation.

### Sufficiency of primary, secondary and specialist places

**What success will look like:**

- There will be sufficient places for all children and young people.
- Sufficient places within specialist provision will be able to accommodate the needs of all children and young people with an education, health and care plan.

### Enabling access to school

**What success will look like:**

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

### Capital programme which leads to achieving net zero carbon emission targets

**What success will look like:**

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

### Good governance across the system

**What success will look like:**

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

# How we are going to achieve pillar five

## A sustainable education infrastructure

We will:

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

# Safeguarding and promoting the welfare of children

The Isle of Wight Council is unwavering in its commitment to safeguarding and promoting the wellbeing of all children and young people across our community. Our approach is built on the principle that safeguarding is everyone's responsibility, and we work tirelessly to create environments where children and young people feel safe, respected, and supported.

Education is a hugely protective factor. Our education settings are dedicated to creating a safe environment where every child can thrive. Education provides children with a safe space where they can learn, grow, and develop. Schools offer a protective structure where children and young people are regularly seen, heard, and supported, allowing any emerging issues or challenges to be identified early. When children are not in school, they miss these protections, potentially putting them at greater risk of harm.

Our Island schools and education settings are an important part of the Island's multiagency safeguarding arrangements.

- School staff are often the trusted adults that children first turn to. They are frequently the people who first notice something is wrong with the child.
- Our teachers and school staff often take the first steps to provide support to a child and their family. They help to resolve issues as soon as they emerge, and try to prevent problems from becoming worse. For some children and young people who need coordinated early help, school staff can take the role of lead professional. With the support of colleagues in our Early Help team and other agencies, they put a plan in place to reduce risk and need.

- School staff are involved in supporting our most vulnerable children and young people. This includes those who may be on a child protection plan or who are looked after by the local authority.

We continue strengthening our multi-agency safeguarding practice through:

- investing in the training and development of all staff, including designated safeguarding leads, designated teachers, governors, and senior leaders, to ensure they are equipped with the knowledge and skills necessary to safeguard children and young people effectively;
- ensuring all education settings are compliant with safeguarding standards and continue to engage in Safeguarding in Education self-assessment audits. These assessments provide annual assurance to the Isle of Wight Safeguarding Children Partnership.

Safeguarding and promoting the wellbeing of children and young people is at the heart of this education strategy and is weaved into everything we do. Safeguarding is essential to ensure children are supported to achieve their full potential.



# Partnership working

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

Effective collaboration and partnership with the diocesans, teaching hubs, multi academy trusts (MATs), standalone academies and all other schools will support raising pupil outcomes, through high support and high challenge.

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

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



# Climate and sustainability



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

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

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



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

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

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

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

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







# Isle of Wight Education Strategy **2024 to 2030**