

Joint Strategic Needs Assessment



Education and Skills 2017/18

Last updated: June 2019

Isle of Wight Summary



Average primary school class sizes in 2018 were slightly higher than last year but still lower than both the South East and England

Primary school absence rates are higher than the South East and equal to England



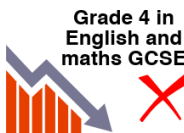
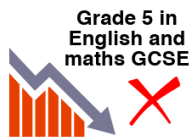
Secondary school absence rates are higher (worse) than both the South East and England

The proportion of children achieving a Good Level of Development at Early Years Foundation Stage is higher than England but lower than the South East



At KS2, the percentage of children achieving the expected standard in reading, writing and maths was lower than both the South East and England

Achievement of grade 5 or above in English and maths at GCSE on the Island is lower than both the South East and England



Achievement of grade 4 or above in English and maths at GCSE on the Island is lower than both the South East and England

The average point score for A-level students is lower (worse) than both the South East and England



The estimated proportion of NEETs is the lowest of all of our comparators

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Introduction

This factsheet highlights the **2017/18 results** for Early Years, Key Stage 1, Key Stage 2, GCSEs and A-levels. There is also information about average class size, school absence rates, 16 to 18 year old NEET statistics (not in employment, education or training), and qualifications of those aged 16 to 64.

Schools

Number of schools and pupils

	Schools	Pupils
Primary (Years R to 6)	40	9,244
Special Primary	1	85
Secondary (Years 7 to 11)	8	7,158
Special Secondary	1	170
Primary through Secondary ¹	3	944
Total	53	17,601

¹These are private schools

Source: Department for Education - <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=la&la=921>

Pupil Referral Units

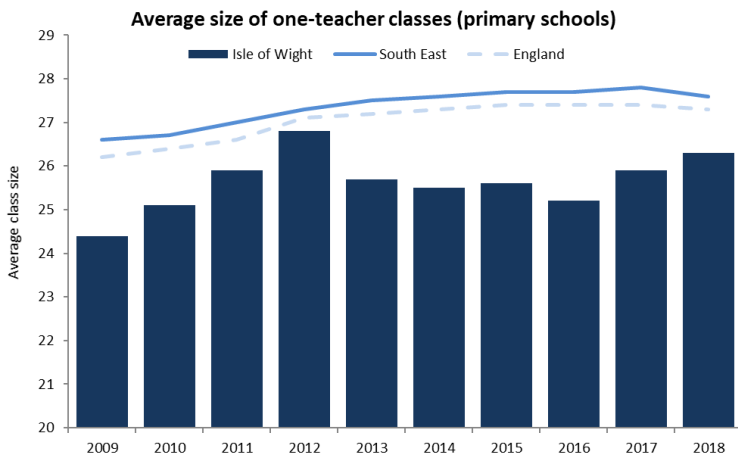
Pupil Referral Units (PRUs) provide tuition for a range of students who are not in mainstream schools for a variety of reasons, including students excluded from the normal schooling environment for problems with their behaviour, children suffering from certain medical conditions, children with autism and pregnant teenagers / teenage mothers.

The Isle of Wight has one Pupil Referral Unit – The Island Learning Centre, based in Hunnyhill, Newport.

Average size of one-teacher classes

In 2018, the average size of one-teacher classes in primary schools on the Isle of Wight was 26.3, an increase from 2017 (25.9). In comparison, both the South East (27.6) and England (27.3) had average class sizes that were higher than the Isle

of Wight. It is worth noting that the Isle of Wight has been increasing over the last couple of years whereas England and South East have both fallen slightly.



Source: Department for Education – In Your Area
www.gov.uk/government/collections/statistics-school-and-pupil-numbers

Pupil absence

Most recent data available for absence rates are for 2016/17.

Absence rates during 2016/17 show Isle of Wight primary schools with lower rates of ‘authorised’ absence and higher rates of ‘unauthorised’ absence than both the South East and England.

Secondary schools show higher rates for ‘unauthorised’ absences, but ‘authorised’ absences are equal to England and lower than the South East.

This means that primary schools show a slightly higher ‘overall’ absence rate than the South East but equal to England. Secondary schools have a higher ‘overall’ absence rate than both.

The table below shows the ‘percentage of sessions (half-days) missed’.

Primary schools	Isle of Wight (%)	South East (%)	England (%)
Authorised	2.6	3.0	3.0
Unauthorised	1.3	0.9	1.1
Overall	4.0	3.9	4.0

Secondary schools	Isle of Wight (%)	South East (%)	England (%)
Authorised	3.8	4.0	3.8
Unauthorised	2.3	1.4	1.5
Overall	6.1	5.4	5.4

Overall absence rate for all schools combined (including special schools) was 4.9% for the Isle of Wight. This compares with a rate of 4.6% for the South East and 4.7% for England. All three areas had an increase of one percentage point compared to last year.

Persistent absences

In primary schools, there is a lower percentage of persistent absentees than England but higher than the South East.

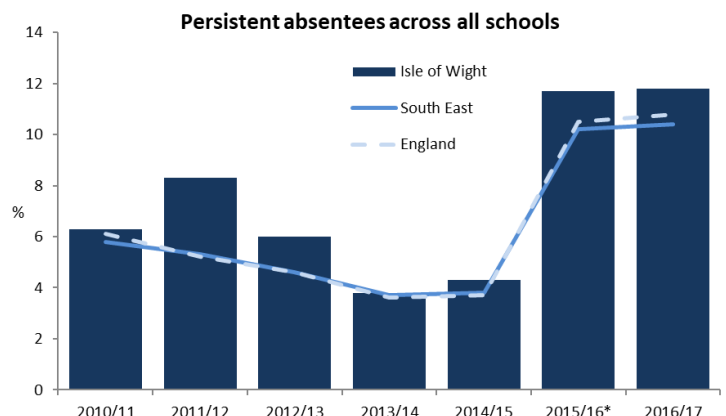
In secondary schools there is a notably higher percentage for the Island than both the South East and England.

Persistent absence	Isle of Wight (%)	South East (%)	England (%)
Primary Schools	7.9	7.7	8.3
Secondary Schools	16.6	13.5	13.5
Overall	11.8	10.4	10.8

Source: Department for Education – Statistics: Pupil Absence
<https://www.gov.uk/government/collections/statistics-pupil-absence>

The Isle of Wight’s ‘persistent absentees’ across all schools combined, at 11.8%, is higher than the South East with 10.4% and England with 10.8%. The gaps between the Isle of Wight and both the South East and England are smaller than last year.

A revised persistent absence measure was introduced in September 2015, where a pupil enrolment is classified as a persistent absentee if they miss 10 per cent or more of their own possible sessions, rather than 15 per cent of a standard threshold.



NB. The definition changed in 2015 so data from 2015/16 onwards cannot be directly compared to previous years
 Source: Department for Education - Pupil absence statistics
<https://www.gov.uk/government/collections/statistics-pupil-absence>

Parental responsibility

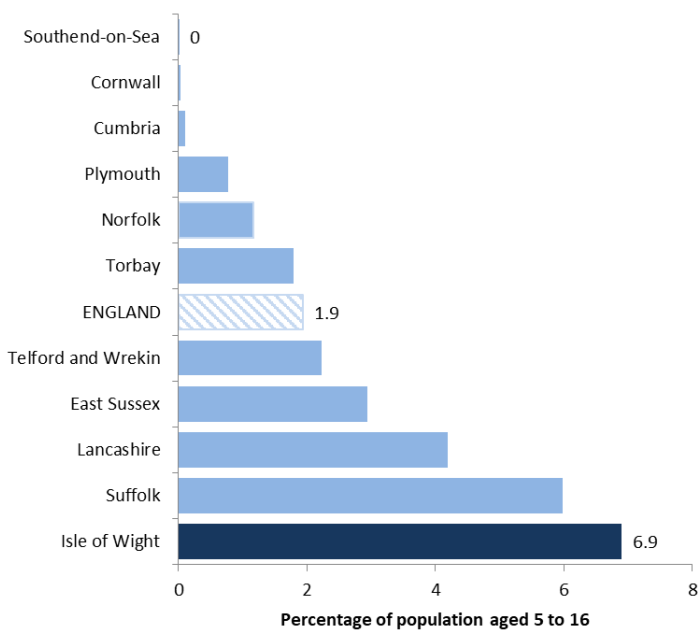
Local authorities and all schools have legal powers to use penalty notices (among other things) to address poor attendance at school. Penalty notices are fines of £60/£120 imposed on parents. They are an alternative to the prosecution of parents for failing to ensure that their child of compulsory school age regularly attend school.

Penalty notices can be issued to each parent for the attendance offence or offences. Penalty notices can be used where the child’s absence has not been authorised by the school.

The penalty is £60 if paid within 21 days of receipt rising to £120 if paid after 21 days but within 28 days. If the penalty is not paid in full by the end of the 28 day period, the local authority must decide whether to prosecute for the original offence or to withdraw the notice.

Source: Gov.uk - School attendance parental responsibility measures https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

Penalty notices issued - percentage of population aged 5 to 16: 2016/17



Source: Gov.UK - Parental Responsibility Measures <https://www.gov.uk/government/collections/parental-responsibility-measures>

Results

Early Years Foundation Stage Profile (EYFSP): Age 0 to 5

Early Years Practitioners are required to assess against all 17 Early Learning Goals (ELGs) and decide whether each child has not yet achieved the ELG (emerging), has achieved the ELG

(expected) or has gone beyond the ELG (exceeding).

A simple scoring system is assigned to each judgement made by the practitioner, with a judgement of ‘emerging’ scoring 1 point, ‘expected’ scoring 2 points and ‘exceeding’ scoring 3 points.

Achieving a ‘Good Level of Development’

For a child to be judged as having reached a GLD, they must be judged to be either ‘expected’ or ‘exceeding’ in all the prime areas of learning and development and also in literacy and mathematics.

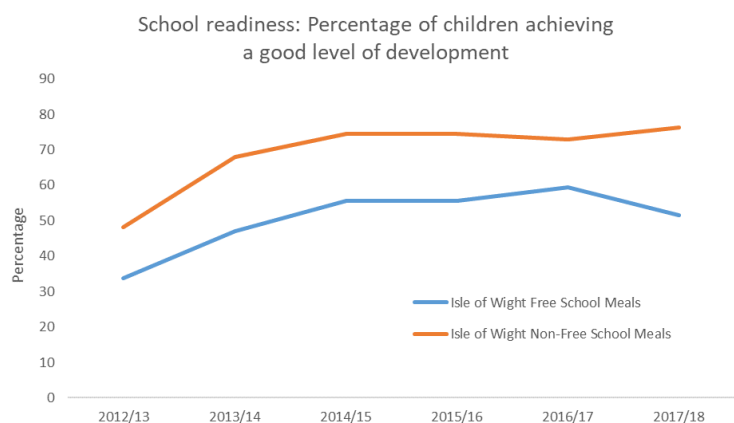
In 2017/18, the percentage of Isle of Wight children in this age band that achieved this was 73.0%. This compares with a rate of 74.7% for the South East and 71.5% for England.

The Isle of Wight has increased again since last year’s drop. The South East and England have continued to increase.

	2013/14	2014/15	2015/16	2016/17	2017/18
Isle of Wight	64.4	71.7	71.8	71.2	73.0
South East	64.1	70.1	73.0	74.0	74.7
England	60.4	66.3	69.3	70.7	71.5

Source: Department for Education – Early Years results www.gov.uk/government/organisations/department-for-education/series/statistics-early-years-foundation-stage-profile

Looking at the differences between the achievement of Free School Meals (FSM) pupils and non-FSM pupils, over the last six years, both categories of pupils have generally been increasing their achievement, however there has been a significant drop and therefore has widened the inequality gap between the two sets of pupils.



Source: PHE Health Inequalities Dashboard - Accessed 12 June 2019 https://connect.healthdatainsight.org.uk/health_inequalities/dashboard/

This increase in gap does not exist when looking at the South East or England figures.

Average Point Score

For 2017/18, the Average Point Score (across all the ELGs) for the Isle of Wight was 34.1 compared to the South East (35.5) and England (34.6). This Isle of Wight has increased this year by almost a whole point whereas both the South East and England have only increased slightly.

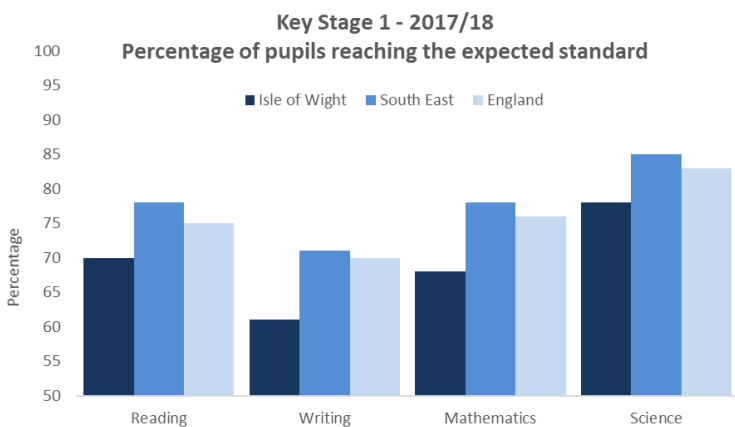
	2013/14	2014/15	2015/16	2016/17	2017/18
Isle of Wight	32.5	33.5	33.5	33.2	34.1
South East	34.7	35.2	35.3	35.3	35.5
England	33.8	34.3	34.5	34.5	34.6

Source: Department for Education – Early Years results
www.gov.uk/government/organisations/department-for-education/series/statistics-early-years-foundation-stage-profile

Key Stage 1: Age 5 to 7 (Years 1 and 2)

Reaching the expected standard

Results for 2017/18 show that for the second year in a row, the proportion of Isle of Wight students reaching the expected standard at Key Stage 1 was less (worse) than the rates reported for both the South East and England in all subject areas covered: reading, writing, mathematics and science.



Source: Department for Education - Key Stage 1 results
<https://www.gov.uk/government/collections/statistics-key-stage-1> (Accessed 2 May 2019)

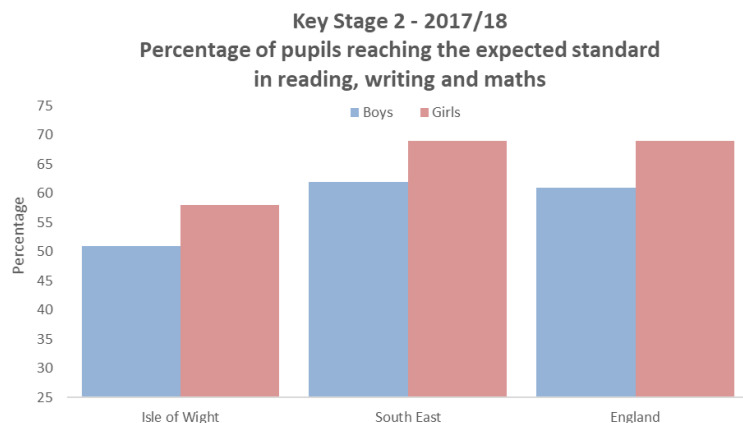
Key Stage 2: Age 7 to 11 (Years 3 to 6)

Reaching the expected standard in reading, writing and maths

In 2017/18, the percentage of all pupils reaching the expected standard in reading, writing and maths at Key Stage 2 on the Isle of Wight was 54%. This result was below that achieved for the South East (66%) and England (65%).

The graph below shows that in 2017/18, the level of achievement of girls compared to boys on the Isle of Wight was seven percentage points higher.

The gap in the South East was also seven points and England had eight percentage points difference.



Source: Department for Education - Key Stage 2 results
<https://www.gov.uk/government/collections/statistics-key-stage-2>

Expected progress

A school's progress scores for reading, writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores are presented as positive and negative numbers either side of zero. Similarly, average scores are aggregated up to other geographical levels:

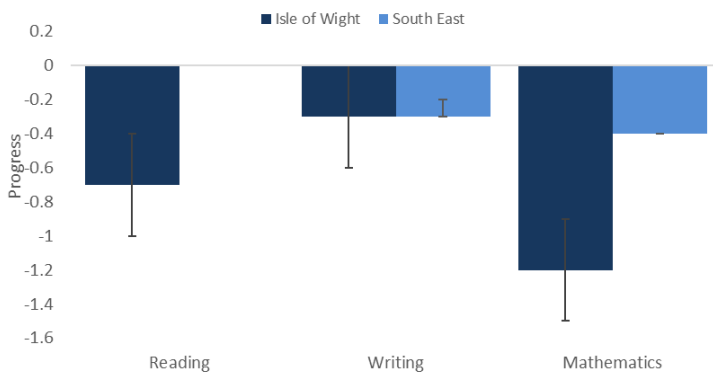
- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress between key stages 1 and 2. A negative score means that they made less progress than other pupils nationally with similar prior attainment.

For further information see:

<https://www.gov.uk/government/publications/primary-school-accountability>

Expected progress compared to England (zero)



Source: Department for Education - Key Stage 2 results
<https://www.gov.uk/government/collections/statistics-key-stage-2>

Key Stage 4 – GCSEs: Age 14 to 16 (Years 10 and 11)

Reformed GCSEs 2017

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects are being phased in for first teaching from September 2016 to 2018.

The headline measure for the new scale is an achievement of grade 5 or above – a ‘strong pass’. This figure does not have a comparator in previous years.

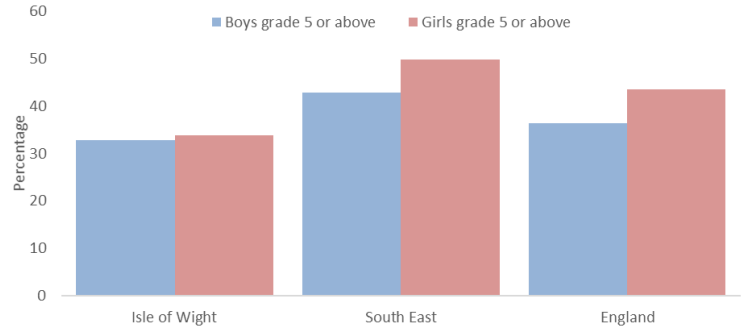
A secondary measure is the achievement of grade 4 or above – a ‘standard pass’. This figure is comparable to previous data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs.

Achieving grade 9-5 in English and maths

The proportion of Isle of Wight pupils achieving grade 9-5 in English and maths in 2017/18 was 33.3%. This result was around 13 percentage points lower than the South East (46.2%) and around eight percentage points lower than England (39.9%).

All areas increased their achievement since last year, but the Isle of Wight had the largest increase.

Key Stage 4 - 2017/18
 Percentage of pupils achieving a grade 9-5 in English and maths at GCSE

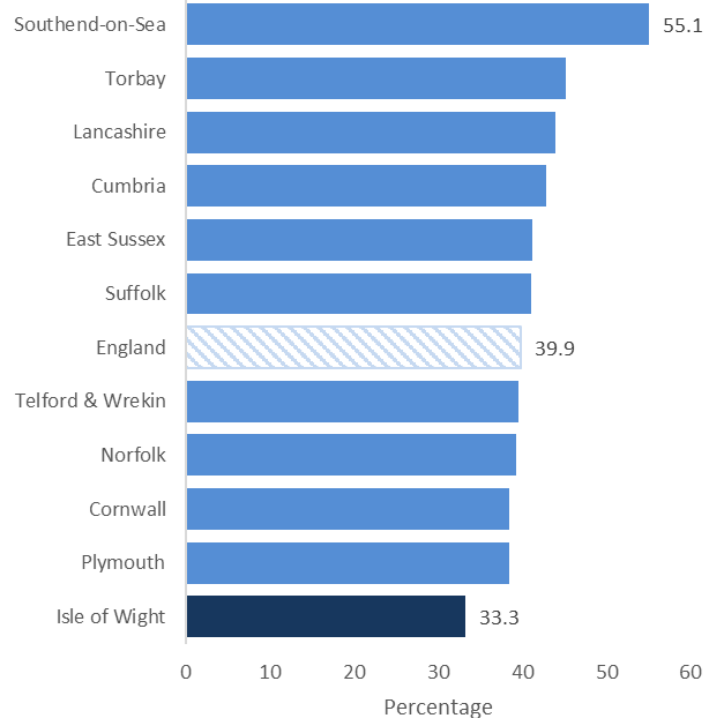


Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

As per the regional and national trend, it was the girls who achieved the highest percentage of passes, although the gap (1.2 percentage points) was much smaller than that seen at regional (6.9) and national level (7.1).

Comparing ourselves to our Children’s Services comparator authorities for this indicator, we have the lowest percentage of pupils achieving grade 9-5 with just 33.3%.

Key Stage 4 - 2017/18
 Percentage of pupils achieving grade 9-5 in English and maths at GCSE

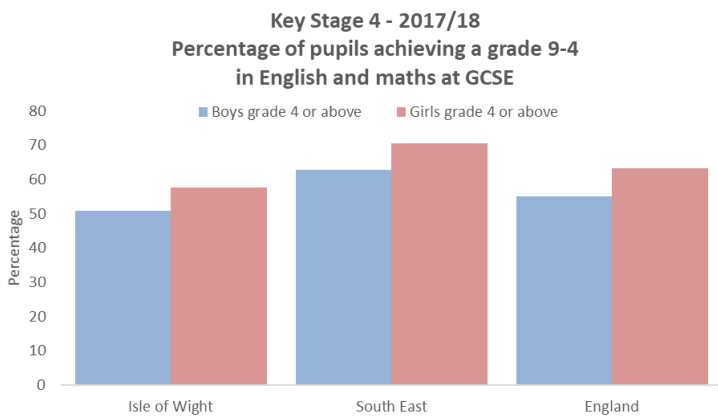


Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Achieving grade 9-4 in English and maths

The secondary indicator of a grade 9-4 pass is comparable to the previous grade A*-C indicator.

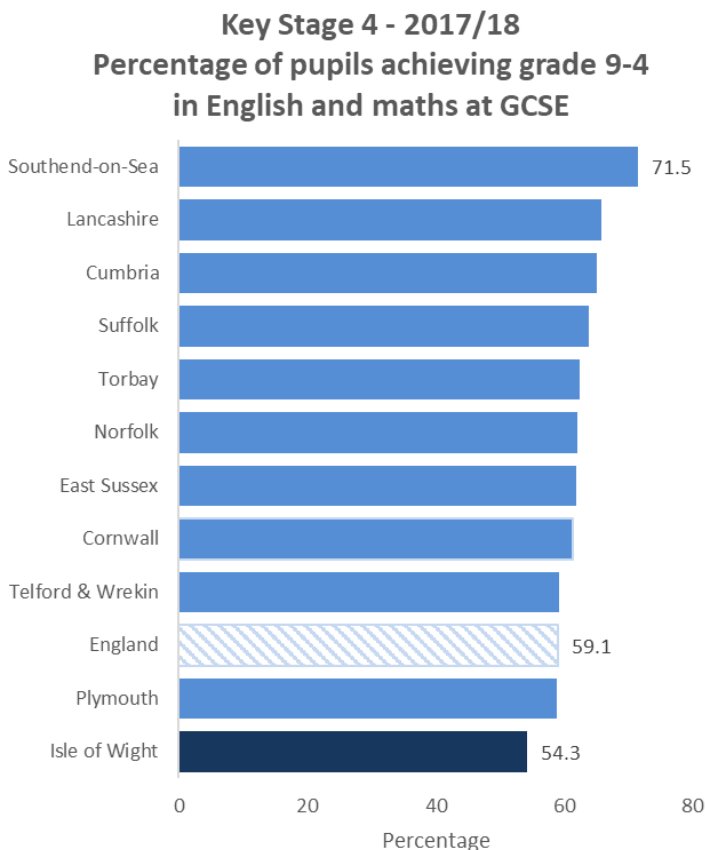
The proportion gaining this level of grade was 54.3% – around 12 percentage points lower than the South East (66.4%) and around five percentage points lower than England (59.1%)



Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Once again, as per the regional and national trend, it was the girls who achieved the highest percentage of passes with 57.7% on the Island against 50.9% for the boys. This shows decreases compared to last year's figures of 59.0% for girls and 51.1% for boys.

Comparing ourselves to our comparator authorities for this indicator, again, we have the lowest percentage of pupils achieving with 54.3%.



Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Achieving the English Baccalaureate

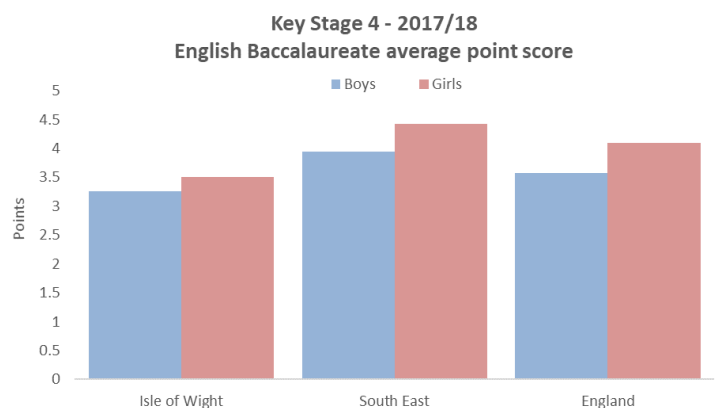
The new headline measure for the English Baccalaureate (EBacc) introduced in 2018 is the average point score (APS). This replaces the old threshold attainment measure.

The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS-Level qualification in each of the five EBacc pillars.

As this is a new measure, there is no comparison available for earlier years.

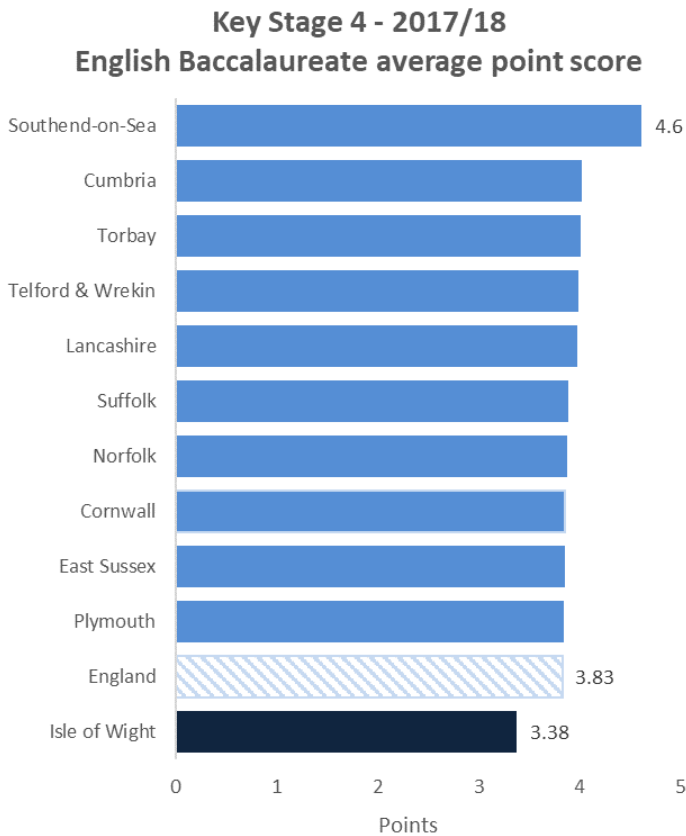
For 2017/18, the EBacc average point score for the Isle of Wight was 3.38. This rate was lower than both the South East (4.17) and England (3.83).

As before, girls outperformed boys with a difference of 0.25 points which was a smaller gap than that seen regionally (0.49) and nationally (0.53).



Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Again, when compared to our comparator authorities, the Isle of Wight has the lowest APS with 3.38.



Source: Department for Education - Key Stage 4 (GCSE) results
<https://www.gov.uk/government/collections/statistics-gcse-key-stage-4>

Attainment 8

Attainment 8 (A8) looks at pupils' average performance across eight subjects. It is not a threshold measure but gives an average grade that pupils have achieved across the basket of subjects.

The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six A* grades across the EBacc and open slots in qualifying subjects, would have a point score of 90.

In 2017/18, the Isle of Wight's score was 40.5 – a slight increase from last year (40.1). Regionally, the South East score was 47.7 – up from last year's 47.4. Nationally the score was 44.3 – a decrease from 44.6 last year.

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end

of primary school. Progress 8 is a relative measure, which means that the overall national score is close to zero and remains the same between years.

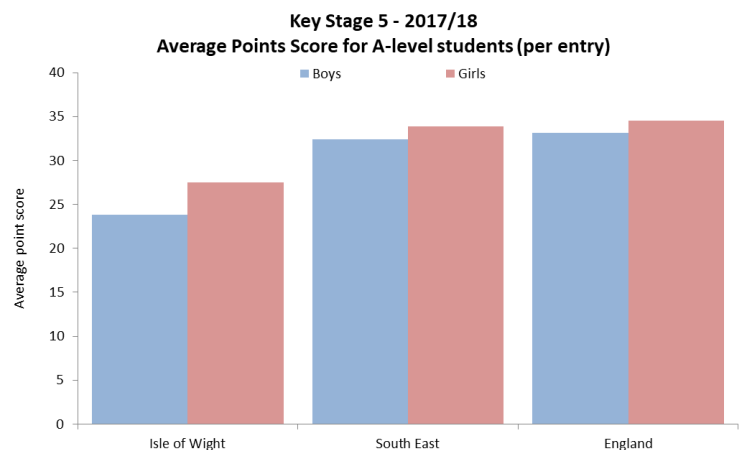
England's score in 2017/18 was -0.02. The Isle of Wight score was -0.39 compared to the South East score of 0.01, meaning that the Island did not do as well as England or the South East but that the South East region performed better than the England average.

Post-16 education

Key Stage 5 – A-levels: Age 16 to 18 (Years 12 and 13)

The 'average point score per entry' for A-level students on the Isle of Wight in 2017/18 was 25.91 – down from last year. This result was also below the scores for both the South East (33.19 points) and for England (33.87 points) – both of which were higher than their previous years.

In 2017/18 the gap between boys and girls on the Isle of Wight is just short of 5 points, whereas the difference both regionally and nationally is around 1.5 points.



Source: Department of Education - Key Stage 5 (A-Levels) results
<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

While some young people may consider A Levels and possibly a degree as their preferred option for further education, it should be noted that there are other options available both through vocational qualification and apprenticeships.

16 to 18 year old not in education, employment or training (NEET)

The term NEET stands for those young people aged 16 to 18 years old 'Not in Education, Employment or Training'. This period in their life captures the transition from state education to

employment and the decisions made then can have a lasting effect on their future.

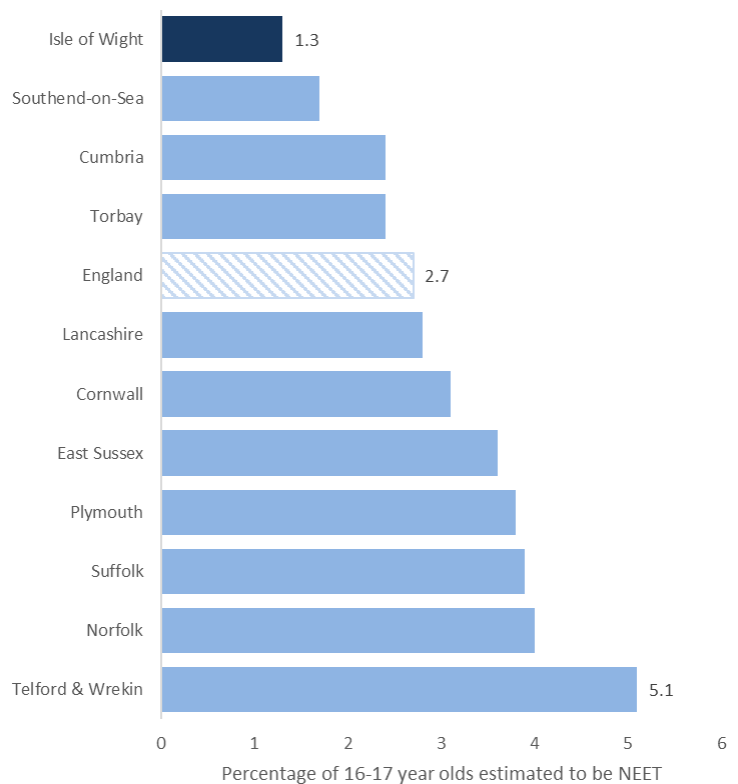
Nationally, the number of young people who are NEET is seen as a serious concern and those who are NEET aged 16 and 17 are by age 21 more likely to be unemployed, earn less, have a criminal record and suffer worse health and depression than their peers.

This measure is the number of 16 and 17 year olds who are NEET expressed as a proportion of all 16 and 17 year olds known to the local authority (i.e. those who were educated in government-funded schools). Refugees, asylum seekers and young adult offenders are excluded.

DfE have shifted the period for which the annual average is made from November to January to December to February. Furthermore, DfE have also relaxed the requirement on authorities to track academic age 18 year olds. As such, these figures cannot be compared with NEET publications for previous years.

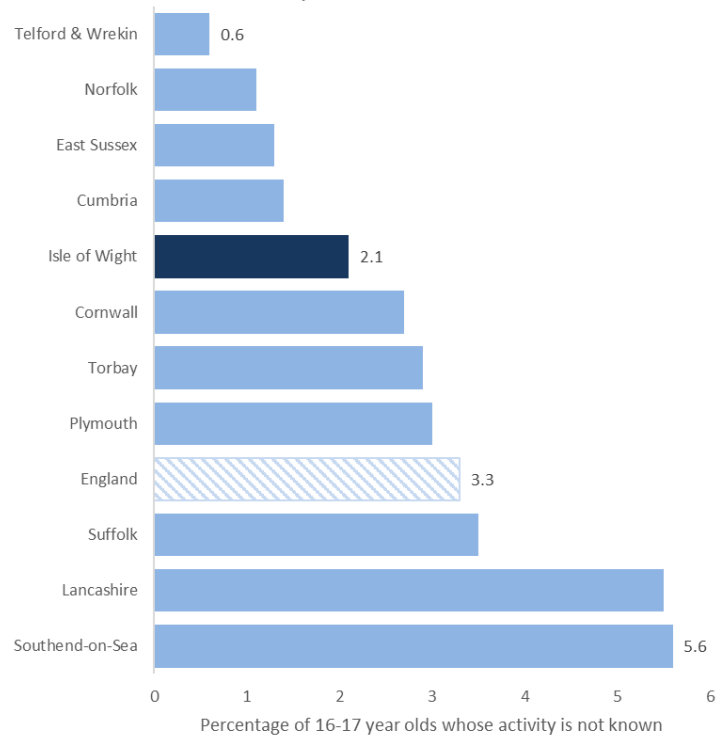
In 2017, (an average of the results for December 2017, January 2018 and February 2018), the proportion of NEETs on the Isle of Wight was 1.3% - a positive reduction from 1.9% last year. In addition, the activities of a further 2.1% of 16 to 17 year olds were 'not known' – up slightly from 2.0% in 2016.

Estimated percentage of NEETs - 2017



Source: LG Inform - Proportion of 16 and 17 year old who were NEET
<https://lginform.local.gov.uk/reports/lgastandard?mod-metric=9613>
 Accessed 31 May 2019

Estimated percentage of 16 and 17 year olds whose activity is not known - 2017



Source: LG Inform - Proportion of 16 and 17 year olds where their activity was not known
<https://lginform.local.gov.uk/reports/lgastandard?mod-metric=9614>
 Accessed 31 May 2019

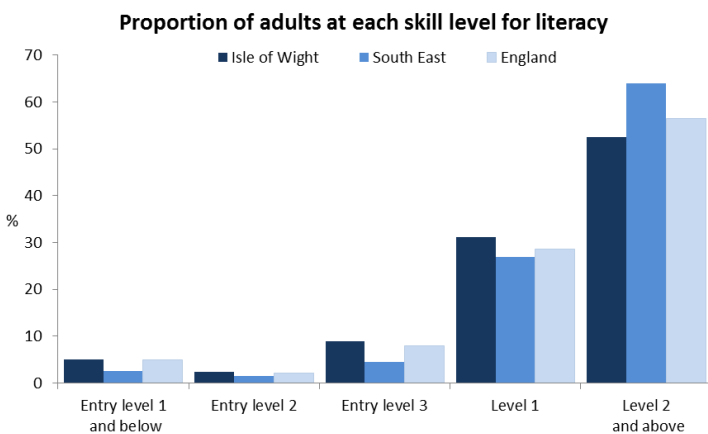
Adults

Adult literacy and numeracy levels are as follows:

Entry Level 1 – Standards expected of ages 5 to 7
 Entry Level 2 – Standards expected of ages 7 to 9
 Entry Level 3 – Standards expected of ages 9 to 11
 Level 1 – Equivalent of GCSE grade D - G
 Level 2 – Equivalent of GCSE grade A* - C

Adult Literacy

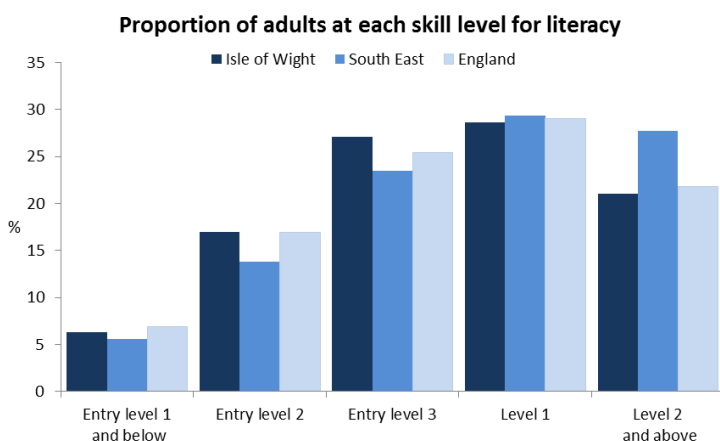
According to the 2011 Skills for Life survey, the Isle of Wight has a higher proportion of adults than the South East or England at all levels except Level 2 and above.



Source: 2011 Skills for Life Survey
www.gov.uk/government/statistical-data-sets/2011-skills-for-life-survey-small-area-estimation-data

Adult Numeracy

Similar to literacy, the Isle of Wight has higher numbers of adults than the South East and England at Entry Levels 1, 2 and 3 but lower at Levels 1 and 2 and above.



Source: 2011 Skills for Life Survey
www.gov.uk/government/statistical-data-sets/2011-skills-for-life-survey-small-area-estimation-data

16 to 64 year olds: Qualifications (Jan-Dec 2017)

NVQ Level equivalents are as follows:

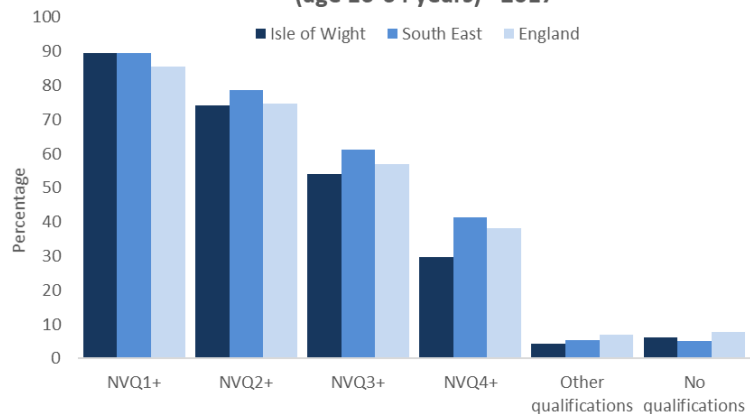
- Level 1: GCSE grades D - G
- Level 2: GCSE grades A* - C
- Level 3: AS and A level
- Level 4+: Certificate of Higher Education; HNC, HND, Foundation degree

Based on the most recent figures available from the Annual Population Survey undertaken by the Office for National Statistics (ONS), the Isle of Wight when compared with the South East region and England, had a lower proportion of people qualified to either NVQ levels 2, 3 and 4.

By comparison, for NVQ Level 1, the margin of difference for the rates of people qualified was much narrower between the Isle of Wight (89.4%) and the South East (89.5%) and exceeded the rate for England (85.5%).

The proportion of people on the Isle of Wight with 'no qualifications' decreased to 6.2% (from 6.7%), lower than that of England (7.6 down from 7.8%), but remained higher than the South East (5.2% down from 5.5%).

Qualifications held by working age population (age 16-64 years) - 2017



Source: NOMIS - Isle of Wight Labour Market profile
<https://www.nomisweb.co.uk/reports/lmp/la/1946157281/report.aspx#tabquals>