

# NOTICE OF MEETING

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## EDUCATION ADVISORY BOARD

FRIDAY, 30 SEPTEMBER 2016 AT 3.30 PM

CONFERENCE ROOM B - SECOND FLOOR, CIVIC OFFICES

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## Membership

Councillor Neill Young (Chair)

Councillor Alicia Denny  
Councillor John Ferrett

Councillor Suzy Horton  
Councillor Will Purvis

Diocesan representatives - Church of England and Roman Catholic  
Teacher Liaison Panel representative

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(NB This agenda should be retained for future reference with the minutes of this meeting).

## AGENDA

- 1 **Apologies for absence**
- 2 **Declarations of interests**
- 3 **Development of the Portsmouth Education Partnership and the transition to a schools led, self-improving system (Pages 1 - 54)**

### Purpose

The purpose of the report is to inform the Education Advisory Board about:

- the changing educational landscape and implications for Portsmouth
- proposals to establish an Education Partnership for Portsmouth
- the approach the council is now taking with regard to school improvement and academisation
- a summary of the provisional outcomes for 2015/16

It is recommended that the Education Advisory Board note:

- a) The progress that has been made to establish the Portsmouth Education Partnership
- b) The approach the council is taking with regard to school improvement and academisation
- c) The provisional educational outcomes for 2015/16
- d) That a report will be taken to the next meeting of the Education Advisory Board to provide an update on all of the above and to include details of a new education strategy for the City.

#### **4        Dates of Future Meetings**

Members to discuss and agree when to hold the next meeting.

Members of the public are now permitted to use both audio visual recording devices and social media during this meeting, on the understanding that it neither disrupts the meeting or records those stating explicitly that they do not wish to be recorded. Guidance on the use of devices at meetings open to the public is available on the Council's website and posters on the wall of the meeting's venue.

# Agenda Item 3

Agenda item:

**Decision maker** Education Advisory Board

**Subject:** Development of the Portsmouth Education Partnership and the transition to a schools led, self-improving system

**Date of meeting:** 30 September 2016

**Report from:** Alison Jeffery, Director of Children's Services

**Report by:** Mike Stoneman, Deputy Director of Children's Services - Education

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## 1. Purpose of report

1.1 The purpose of the report is to inform the Education Advisory Board about:

- the changing educational landscape and implications for Portsmouth
- proposals to establish an Education Partnership for Portsmouth
- the approach the council is now taking with regard to school improvement and academisation
- a summary of the provisional outcomes for 2015/16

## 2. Recommendation

2.1 It is recommended that the Education Advisory Board note:

- a) The progress that has been made to establish the Portsmouth Education Partnership
- b) The approach the council is taking with regard to school improvement and academisation
- c) The provisional educational outcomes for 2015/16
- d) That a report will be taken to the next meeting of the Education Advisory Board to provide an update on all of the above and to include details of a new education strategy for the City.

## 3. Background

### Changing educational landscape

3.1 The educational landscape is undergoing a period of significant change. The White Paper '*Educational Excellence Everywhere*' confirmed the Government's commitment to a school-led, self-improving system, whereby every school would become an academy by 2022 and the responsibility for school improvement would shift from local authorities to schools and system

leaders (teaching schools, National and Local Leaders of Excellence and Multi Academy Trusts)

- 3.2 Whilst reaffirming the Government's continued determination to see all schools become academies in the next 6 years, the Government recently announced that it will not be necessary to bring about legislation for the blanket conversion of all schools to achieve this goal. However, the government is proposing to bring forward legislation which will trigger conversion of all schools within a local authority in two specific circumstances
- Where it is clear that the local authority can no longer viably support its remaining schools because a critical mass of schools in that area has converted
  - Where the local authority consistently fails to meet a minimum performance threshold across its schools, demonstrating an inability to bring about meaningful school improvement
- 3.3 Whilst the White Paper signaled an end to the local authority's current responsibilities in terms of school improvement, the White Paper also set out a clearly defined continuing and important role for local authorities: ensuring every child has a school place; ensuring the needs of vulnerable children and young people are met; and acting as a champion for parents and families

### **Ofsted inspection of the Local Authority's school improvement arrangements**

- 3.4 In February 2016, Ofsted undertook an inspection of the council's arrangements for supporting school improvement. In response to the inspection the council issued an action plan setting out 8 key priorities ([Appendix 1](#)). The plan acknowledged that the achievement of pupils and learners in Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures and too many pupils are not well prepared for the next stage of their education. A step change is required in outcomes at all ages.
- 3.5 The council reaffirmed its commitment to the vision of '*Achieving the best education outcomes for all children and young people. We expect excellence in education for every child and young person, at every stage of their learning, regardless of their background or circumstance*'.
- 3.6 To achieve this vision the plan set out the following:
- Working with the Regional Schools Commissioner (RSC) to develop Multi Academy Trust (MAT) arrangements in Portsmouth which are best suited to achieving rapid improvement in educational attainment in the city
  - Working with the RSC, system leaders, Teaching Schools, schools and MATs in the city to create arrangements through which all schools experience on a regular basis both high challenge and high support that is well targeted to meet their needs

- Ensuring that the school improvement support available to schools across the city is effectively prioritised and co-ordinated, based on a sound collective analysis of strengths and weaknesses
- Working with schools, academies, MATs and Teaching Schools to drive implementation of agreed strategies to tackle common issues and themes such as teacher recruitment and retention, attendance, leadership development and effective inclusion
- Supporting all stakeholders and partners to get behind educational attainment: parents; health visitors; family support; and social care.

#### 4. Portsmouth Education Partnership

- 4.1 In recognition of the changing educational landscape and the Ofsted inspection earlier this year of the council's arrangements for supporting school improvement, discussions have been held with headteachers, governors and MAT leaders, led by an experienced education consultant, to explore their views and ideas around partnership working in the city. These discussions to date have indicated two things:
- a) There is a strong appetite to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, MATs, colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangements, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.
  - b) There is developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs. If a Partnership is established, its priorities and annual work programme will need to be agreed formally through the governance arrangements established for the Partnership.
- 4.2 A formal consultation was launched on 5<sup>th</sup> September 2016 and will last until 21<sup>st</sup> October 2016. The consultation document (Appendix 2) sets out some **guiding principles** which include shared accountability and collective responsibility for all pupils in Portsmouth, promoting a culture of openness and trust and ensuring that all available resources are well used and duplication is avoided.
- 4.3 A number of **priority areas** have been identified but others are likely to emerge. Priority areas include:
- Creating more options for schools and academies to receive the highest quality challenge and appraisal

- Co-ordinating school improvement support and making effective use of system leaders
  - Teacher recruitment and retention, including career pathway development
  - Leadership development at all levels
  - Curriculum development and subject networks
  - Inclusion
  - Recruiting and supporting volunteers working in schools
  - Collective interface for Multi Academy Trusts that operate in the City
- 4.4 In terms of **structures**, it is proposed that a Strategic Board be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, chaired by an independent Chair. Below that Strategic Board, an Operational Group could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action. Membership of the Partnership would be open to all schools and a range of partners.
- 4.5 In the first two years the local authority will be investing **resources** both in terms of staff time and funding. This includes the arrangements with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.
- 4.6 Rather than wait for the outcomes of the consultation and in response to a clear view from schools that we should press on, **shadow arrangements** have been put in place including a shadow Strategic Board and a shadow Operational Group (draft Terms of Reference are attached at [Appendices 3 and 4](#)).
- 4.7 The Operational Group met on 13<sup>th</sup> September 2016 and will meet again on 11<sup>th</sup> October 2016. An early focus of the Group is to undertake a detailed analysis of the data to determine which schools need the greatest level of challenge and support and in which areas this support should be focussed. For LA maintained schools this will form part of the school improvement work that the council has contracted the Portsmouth Teaching School Alliance to deliver on its behalf.
- 4.8 The Strategic Board is due to meet on 18<sup>th</sup> October 2016. An independent chair (Hilary Loder) has been appointed. A formal launch of the Partnership is planned for 4<sup>th</sup> November 2016 at The Portsmouth Marriott Hotel.

## **5. School Improvement**

- 5.1 As highlighted above, the government is intending to remove the current school improvement responsibilities from Local Authorities. It is intended that these responsibilities will cease from September 2017. In addition, the government has also announced the cessation of the Education Services Grant (ESG) from April 2017. In recognition of the fact that the school improvement responsibilities continue until 2017, the government has confirmed that transitional funding will be made available from April to August 2017.
- 5.2 For 2016/17 Portsmouth City Council will be commissioning the Portsmouth Teaching School Alliance to deliver the local authority's statutory school improvement responsibilities in respect of promoting high standards in schools and maintained schools causing concern. The work will be supported by senior officers from the council and by the data team. Implicit in this is the requirement that this work is embedded within the newly established Portsmouth Education Partnership and is led by the shadow Operational Group.
- 5.3 The council will continue to provide all schools and academies with a summary overview of their attainment and progress data, but the way in which resources for challenge and support are targeted and deployed will change. The shadow Operational Group is currently analysing the 2016 provisional outcomes and is agreeing an approach to be taken in relation to local authority maintained schools in the first instance. There will also be close liaison with the RSC and with MATs, to co-ordinate support for academies where appropriate and agreed.

## **6. Academisation**

- 6.1 Taking into account the above and from discussions held with schools, the council's position is that full academisation of the city through the MAT model, carefully developed to meet the needs of Portsmouth's schools, offers the best prospect (together with other initiatives as set out in the Portsmouth Education Partnership consultation document) of delivering the step change in improvement which the city needs.
- 6.2 The council is committed to working closely with the Regional Schools Commissioner to oversee a smooth transition towards academisation and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate.

- 6.3 A third of our schools are now academies (21 academies operated by 11 Multi Academy Trusts) and the vast majority of schools are now actively considering options for academy conversion.

## 7. Provisional outcomes for 2015/16

- 7.1 A new assessment framework was introduced from 2015/16 which removed assessment by levels and introduced scaled scores and expected standards at Key Stage 1 and Key Stage 2. Due to these changes in assessment frameworks, 2016 results for KS1 and KS2 cannot be directly compared with previous years. A new accountability framework was also introduced at Key Stage 4 which includes new headline measures of performance.
- 7.2 Provisional results for 2015/16 are set out in [Appendix 5](#). A summary overview of performance at each stage is given below:
- **Early Years Foundation Profile** - provisional results for 2016 are in line with the proxy national having been above in 2015. The percentage of children achieving a good level of development has increased from 69% in 2015 to a provisional result of 69.7%.
  - **Phonics Year 1** - provisional results for 2016 are in line with the proxy national having been below national in 2015.
  - **Key Stage 1** - provisional results for 2016 are below the proxy national having been above national in 2015.
  - **Key Stage 2 Attainment** - provisional outcomes are below national as has been the case in previous years, and the gaps from Portsmouth's performance to national averages have increased in reading, writing and in maths, as well as the combined measure. For all pupils achieving at least the expected standard in Reading Writing & Maths, Portsmouth is provisionally joint 140th out of 150 local authorities nationally in 2016.
  - **Key Stage 2 Progress** - average progress scores for reading, writing and maths are all negative and significantly below the national average.
  - **Key Stage 4** - attainment in GCSEs has improved from 2015, with the percentage of pupils achieving both English and Maths GCSE grades A\*-C improving from 52.6% to 57.5%.

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Signed by: Alison Jeffery, Director of Children's Services



**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

<b>Title of document</b>	<b>Location</b>

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ..... on .....

.....  
Signed by:

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Detailed action plan to address issues identified by Ofsted in its inspection of the arrangements for school improvement in Portsmouth

3 June 2016

## 1. Introduction

The Action Plan responds to the findings of the Ofsted inspection undertaken in February 2016 of Portsmouth City Council's arrangements for supporting school improvement. The plan acknowledges that the achievement of pupils and learners in Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures and too many pupils are not well prepared for the next stage of their education. A step change is required in outcomes at all ages.

The Action Plan also acknowledges the changing educational landscape and a sharper focus on accountability in an increasingly autonomous schools system, as set out in the Government's White Paper 'Educational Excellence Everywhere'. The Government's aspiration is that every school should become an academy or in the process of becoming an academy by 2020, with the large majority of academies operating within Multi Academy Trusts. The Government's expectation is that the role of local authorities should change accordingly; in particular the expectation is that responsibility for school improvement moves away from local authorities to a school-led system. Currently a third of all schools in Portsmouth are academies, operated by 11 Academy Trusts.

The Action Plan addresses the five areas for improvement identified by Ofsted:

1. Robustly challenge all providers of education to improve pupils' and learners' rates of progress at every stage, particularly disadvantaged pupils and boys
2. Set out clearly the role and function of local authority school improvement services in championing excellence in all Portsmouth schools and colleges, including academies
3. Agree precisely with stakeholders how officers broker and quality assure the support made available to schools and other providers from external sources and between schools
4. Ensure all local authority school improvement services are held firmly to account for their contribution to raising standards and improving lives
5. Promote effective collaboration between local authority school improvement services, to accelerate improvements in department's performance and maximise the local authority's impact in raising educational standards

## 2. Vision

Our vision as set out in the current education strategy 'Achieving Excellence' is *'To achieve the best education outcomes for all children and young people. We expect excellence in education for every child and young person, at every stage of their learning, regardless of their background or circumstance'*

We will achieve this vision by:

- Working with the Regional Schools Commissioner (RSC) to develop Multi Academy Trust (MAT) arrangements in Portsmouth which are best suited to achieving rapid improvement in educational attainment in the city
- Working with the RSC, system leaders, Teaching Schools, schools and MATs in the city to create arrangements through which all schools experience on a regular basis both high challenge and high support that is well targeted to meet their needs
- Ensuring that the school improvement support available to schools across the city is effectively prioritised and co-ordinated, based on a sound collective analysis of strengths and weaknesses
- Working with schools, academies, MATs and Teaching Schools to drive implementation of agreed strategies to tackle common issues and themes such as teacher recruitment and retention, attendance, leadership development and effective inclusion
- Supporting all stakeholders and partners to get behind educational attainment: parents; health visitors; family support; and social care.

## 3. Developing a collaborative approach

To make the step change that is required to improve standards and accelerate the progress of our pupils' will require a collaborative approach that acknowledges the changing educational landscape and the limited resources of the Local Authority for school improvement. We will harness the collective resource that is available in the City in a way which adds value and supplements the work that already goes on in individual schools, Multi Academy Trusts and Teaching Schools.

Headteachers and other partners in the city have committed to establishing an education partnership and collaborative programme of school improvement that can embed shared values and build on the historically strong relationships between the Local Authority and the education sector in Portsmouth, supplementing without duplicating work within MATs. The partnership will seek to establish clear and accountable arrangements to support sector-led school improvement and capitalise on potential

economies of scale. It will provide a structure to support the transition from Local Authority to sector led school improvement arrangements. The Local Authority will continue to deliver its statutory duties in relation to school improvement and act as a strategic commissioner and champion for parents, children and young people, and in particular those who are vulnerable to poor outcomes including disadvantaged pupils and white British boys.

The Local Authority will work closely with the Regional Schools Commissioner to oversee a smooth transition towards academisation and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate.

#### **4. Getting behind education**

In support of the plan the Local Authority is working with all Children's Trust agencies on how they can step up their contributions to improving pupils' outcomes and raising educational standards: e.g. health visitors being more proactive on how parents need to support early communications development and ensure children's readiness for school at age 4+; social workers challenging families over poor school attendance; working with colleagues in Public Health and Solent NHS Trust to help support parents and carers to value and champion their children's education and aspirations; and the implementation of the *Stronger Futures* strategy, including the formation of Multi Agency Teams, to improve integrated front-line delivery for families and better early intervention for the most vulnerable.

#### **5. Priorities**

The Action Plan comprises 8 key priorities:

1. Establish and implement collaborative arrangements in Portsmouth to support sector-led school improvement
2. Robustly challenge all providers of education to improve pupils' and learners' rate of progress at every key stage
3. Make more effective use of the LA's statutory powers of intervention in order to bring about a significant improvement in school performance
4. Improve outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND

5. Building on existing strengths make effective use of available school performance data, information and predictions and systematically analyse data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors
6. Accelerate improvements in school attendance particularly for vulnerable groups (LAC, SEND, young carers and children on child protection plans) and those of a secondary school age
7. Ensure all LA school improvement services are held firmly to account for their contribution to raising standards and promote effective integration of services to maximise the LA's impact on raising standards in schools
8. Improve post-16 outcomes for young people with a particular focus on achievement and progression to skilled employment or higher education

## 6. Success measures

The success measures below are subject to a review by the Portsmouth Education Partnership and will be revised as part of the commitment to prepare and implement a three year city wide vision and action plan. [Appendix 1](#) provides a three year trend for a range of performance measures and how Portsmouth compares nationally including its LA ranking quartile. This has informed the success measures below.

- At **Early Years Foundation Stage** we will maintain and improve on our high ranking nationally for all pupils and improve results for SEN pupils and boys to be in the top quartile of LAs by September 2018. The gap between disadvantaged pupils and their peers within Portsmouth will be closed to less than the gap nationally.
- At **Key Stage 1** we will maintain and improve on our high ranking nationally for all pupils and raise performance levels for higher level Writing to the top 50% of LAs by September 2018. We will ensure the high ranking of results for all pupils is emulated in outcomes for SEN pupils and boys at higher level writing and maths.
- At **Key Stage 2**, our results have improved but are within the bottom 25% or 50% of authorities for nearly all indicators. We will accelerate improvement so that all indicators are within the top 50% of authorities by September 2018. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- At **Key Stage 4**, our results have not seen any significant improvement in the last three years and remain within the bottom 25% of local authorities for the majority of indicators. We will ensure rapid improvement so that all indicators, including

Ebacc achievement, Progress 8 and Attainment 8, are within the top 50% of authorities by September 2018. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.

- **Attendance levels** have improved but are still in the bottom 25% nationally. We will ensure that overall absence and persistent absence rates for all schools are better than those nationally by September 2018.
- The **percentage of Portsmouth's schools judged good or outstanding** has improved substantially and is now in line with national. We will sustain this improvement and ensure that all schools are good or outstanding by September 2018.
- **Participation in education and training at ages 16 & 17** has improved but is in the bottom 25% of local authorities. By September 2018 we will improve performance by at least 5 points and be within the top 50% of authorities.
- **Achievement at age 19** has improved but results are still a long way short of national (up to 8 percentage points below). We will halve the gaps to national for achievement at Level 2, Level 3 and GCSE English & Maths (for those who didn't achieve at age 16) by September 2018.



<b>Priority 1: Establish and implement collaborative arrangements in Portsmouth to support sector-led school improvement</b>  <b>Ofsted areas of improvement: 2 &amp; 3</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• A collective focus on improving standards in Portsmouth underpinned by school to school support and peer assessment</li> <li>• The majority of schools and providers are engaged in intervention, improvement or system leadership through the partnership</li> <li>• There is clarity about the respective roles of the LA, Multi Academy Trusts, Teaching Schools and individual schools in terms of school improvement</li> </ul>	
No	Actions	Who	When	Milestones
1.1	<p>Establish an Education Partnership for Portsmouth securing the support of all LA maintained schools, academies, academy post-16 providers and the University of Portsmouth</p> <p>Agree and publish a strategic approach to school improvement, supported by the development of a city-wide vision and strategy co-constructed with schools and other partners through the education partnership, replacing the LA's Achieving Excellence Strategy</p>	DCS / DDCS	<p>May - Sept 2016</p> <p>Embryonic partnership by Sept 2016</p> <p>Fully developed by Jan 2017</p>	<ul style="list-style-type: none"> <li>• Consultation with Heads &amp; Principals and other key partners (workshops to be held on 6<sup>th</sup> &amp; 12<sup>th</sup> May 2016) - follow up meeting with Joint Executive on 29<sup>th</sup> June 2016</li> <li>• Model for School Improvement and the Partnership agreed including establishment of Executive Board and Commissioning Group</li> <li>• Terms of reference and protocols in place</li> <li>• City-wide vision and strategy published</li> </ul>
1.2	Through the partnership establish a new forward looking annual challenge process, focusing on schools where pupils make below expected progress, underpinned by an annual needs based analysis to determine priorities and use of resources	HSI / SIM	<p>Annual</p> <p>Fully developed from Sept 2017</p>	<ul style="list-style-type: none"> <li>• Needs based analysis undertaken to determine annual set of priorities</li> <li>• Annual set of priorities to determine an annual commissioning plan</li> <li>• Impact of all commissioned interventions reported to Executive Board and to elected members through the Education Advisory Panel</li> </ul>

1.3	Through the partnership and developing further the Challenge Partners model which is already widely used in the City, put in place a local peer assessment targeting schools where progress is less than the agreed threshold, making more effective use of the capacity of schools to support each other, raising aspirations, driving professional accountability and highlighting CPD needs within a school	DDCS / HSI	From Jan 2017	<ul style="list-style-type: none"> <li>Model for local peer assessment agreed</li> </ul>
1.4	Agree a system of quality assurance for judging the effectiveness of school improvement work and make more effective use of National, Local and Specialist Leaders of Excellence focused on agreed priorities and schools causing for concern.	HIS	From Jan 2017	<ul style="list-style-type: none"> <li>Establish a new framework for quality assurance, monitoring and evaluation of school improvement work that is commissioned through the Partnership</li> </ul>
1.5	Put in place a collective leadership development strategy focusing on all levels of leadership from middle to executive headship / MAT leadership, to include: <ul style="list-style-type: none"> <li>Staying Good and Good to Great networks in partnership with Portsmouth Teaching School Alliance</li> <li>Headteacher &amp; Deputy Headteacher induction programme led by Portsmouth Teaching School Alliance</li> <li>Improving maths and English leadership</li> <li>Challenge Partners Programme</li> </ul>	HSI PTSA Challenge Partners	Fully developed from Sept 2017	<ul style="list-style-type: none"> <li>Leadership strategy agreed</li> </ul>
1.6	Working with the University of Portsmouth and FE Colleges in Portsmouth establish: <ul style="list-style-type: none"> <li>A student volunteer placement programme to support teaching and learning in schools focussing on curriculum areas where</li> </ul>	HSI DDCS EGM	By April 2017	<ul style="list-style-type: none"> <li>Student volunteer placement model agreed with clear protocols in place</li> <li>Model of accreditation of student's work agreed</li> </ul>

	<p>performance is weak</p> <ul style="list-style-type: none"> <li>• A Science/Technology Hub to expand teacher capacity, develop stronger links with local STEM employers and promote career opportunities - linked to the UTC which opens in Sept 2017</li> </ul>		From Sept 2017	<ul style="list-style-type: none"> <li>• Development and launch of Hub</li> <li>• Opening of the UTC</li> </ul>
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<b>Priority 2: Robustly challenge all providers of education to improve pupils' and learners' rate of progress at every key stage</b>  <b>Ofsted areas of improvement: 1</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• An effective system of identifying and monitoring schools causing concern and clear protocols in place for academies and when to refer a concern to the RSC</li> <li>• Pool of National Leaders of Governance and skilled governors which the LA can call upon to strengthen governing bodies and / or implement IEBs</li> <li>• No schools causing concern</li> <li>• All schools judged to be good or better</li> <li>• All schools (3) and academies (1) that are currently Requiring Improvement to be good or better</li> </ul>	
No	Actions	Who	When	Milestones
2.1	Introduce a new peer challenge process (refer to 1.3)	DDCS / HSI	From Jan 2017	<ul style="list-style-type: none"> <li>• Model for local peer assessment agreed</li> </ul>
2.2	Strengthen the LA's School Assessment Meetings (SAM) and refine the 3Ms schools causing concern categorisation (minimum, moderate and maximum) so there is a stronger focus on disadvantaged pupils and cohorts of underperforming pupils such as boys, drawing on the peer challenge process above and widening the review process to include the new partnership and Headteacher representation on the SAM	HSI	By Sept 2016  Half termly SAM meetings	<ul style="list-style-type: none"> <li>• Revised schools causing concern categorisation process, involving the new partnership</li> </ul>
2.3	In addition to 2.2 focus the LA's school improvement support on LA maintained schools due for re-inspection in 2016/17	HSI	On-going	<ul style="list-style-type: none"> <li>• All schools to be Good or better</li> </ul>

2.4	<p>Adopt a consistent and robust challenge for academies that are a cause for concern and refer to the Regional Schools Commissioner as appropriate.</p> <p>Where academies are underperforming and are referred to the RSC, ensure there is clear evidence to demonstrate that the LA has both offered support and challenge in discussion with the Academy Trust.</p>	DDCS / HSI	<p>By Dec 2016</p> <p>By Sept 2016</p> <p>Annual</p>	<ul style="list-style-type: none"> <li>• Revision to Portsmouth Academies Protocol and the Support and Intervention Framework</li> <li>• Criteria and processes for LA referral to RSC in place and clearly communicated to Academy Trusts</li> <li>• Annual strategic meetings with each Academy Trust</li> </ul>
2.5	<p>Strengthen the challenge and support available to governing bodies and support governors to enable them to hold school leaders to account focusing the work of governors services on schools causing concern through:</p> <ul style="list-style-type: none"> <li>• Governance reviews</li> <li>• Monitoring of minutes</li> <li>• Strengthening the network of expert governors and National Leaders of Governance (NLG) to further develop skills and expertise to support challenging circumstances e.g. IEB</li> <li>• Establish a closer link between Governor Services and school improvement officers</li> </ul>	HSI	By Sept 2016	<ul style="list-style-type: none"> <li>• Revision to Governance Strategy</li> </ul>
2.6	<p>Strengthen the challenge in the secondary phase with a focus on the two LA maintained schools that are Requiring Improvement (King Richard and Mayfield Schools); and improve the quality assurance arrangements of external advisers commissioned by the LA for secondary school improvement</p>	HSI	2016/17	<ul style="list-style-type: none"> <li>• All LA maintained secondary schools to be good or better</li> <li>• Clear quality assurance and supervision in place for external secondary advisers</li> </ul>

<b>Priority 3: Make more effective use of the LA's statutory powers of intervention in order to bring about a significant improvement in school performance</b>  <b>Ofsted areas of improvement: 1 &amp; 2</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• No schools in financial deficit</li> <li>• All schools with strong leadership and governance in place</li> <li>• No inadequate schools</li> </ul>	
No	Actions	Who	When	Milestones
3.1	Revise and strengthen the LA's Support and Intervention Framework in line with the latest DfE guidance 'schools causing concern' and provide clarity about the LA's role in terms of challenge, support and intervention	HSI	By Sept 2016	<ul style="list-style-type: none"> <li>• Revised Support and Intervention Framework</li> <li>• Revised Academies Protocol</li> <li>• Revised school visit programme based on intervention in inverse proportion to success</li> </ul>
3.2	Use LA powers more swiftly for LA maintained schools that are causing concern in order to effect rapid improvement: <ul style="list-style-type: none"> <li>• Improve consistency and regularity of issuing warning notices to schools that are a cause for concern</li> <li>• Strengthen the role of the School Review Group for schools that are of maximum concern</li> <li>• Strengthen governing bodies where progress has been insufficient and / or</li> <li>• Suspend delegated powers or replace governing bodies with an Interim Executive Board (IEB)</li> </ul>	DDCS	By May 2016	<ul style="list-style-type: none"> <li>• All schools that are of maximum concern to have been issued with a warning notice and to have School Review Groups in place</li> <li>• All schools that are judged to be inadequate to become a sponsored academy</li> </ul>

<b>Priority 4: Improve outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND</b>  <b>Ofsted areas of improvement: 1</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Gap between disadvantaged and peers narrowed (refer to success measures)</li> </ul>	
No	Actions	Who	When	Milestones
4.1	Subject to a review through the education partnership, deliver targeted work on pupil premium in partnership with the Portsmouth Teaching School Alliance: <ul style="list-style-type: none"> <li>Train a small group of NLE/LLE/other Heads or Senior Leaders to work as facilitators supporting schools to improve PP outcomes. Using agreed protocols, facilitators would offer: pupil premium reviews and bespoke support</li> <li>Select a targeted sample of schools based on analysis of data to undertake a review</li> <li>Train other facilitators e.g. LLEs</li> <li>Roll out reviews to all interested schools</li> </ul> Follow up e.g. 'Challenge the Gap' (refer to 4.3)	HSI PTSA	From Sept 2016	<ul style="list-style-type: none"> <li>Complete review and agree specification for the programme of work during 2016/17</li> <li>Secure the support of system leaders and agree a targeted sample of schools for implementation</li> </ul>
4.2	Implement 'Challenge the Gap' - a whole school improvement programme of evidence based strategies tailored to each school that will initially target a small group of each school's most vulnerable pupils and then scale up effective strategies to impact all pupils	HSI PTSA Challenge Partners	June, Sept, Nov 2016 & Jan, March, June 2017	<ul style="list-style-type: none"> <li>Minimum of 10 schools to take part targeting schools with underachieving vulnerable pupils who are currently not being supported by targeted interventions</li> <li>Delivery of six training workshops</li> </ul>
4.3	Complete the evaluation of the secondary	HSI	June 2016	<ul style="list-style-type: none"> <li>Evaluation and final report of the secondary</li> </ul>

	schools 2015/16 pupil premium initiative and update the LA's Narrowing the Gap publication to include case studies of best practice in terms of strategies, interventions and use of pupil premium (to include the targeted work referred to in 4.1 and 4.2)		Jan 2017	<p>school pupil premium initiative</p> <ul style="list-style-type: none"> <li>Updated Narrowing the Gap publication</li> </ul>
4.4	Strengthen the use of proven strategies to meet the needs of all learners who are new to English in particular through Reading Recovery (ECAR) and the Ethnic Minority Achievement Service (EMAS) focusing on some of the most vulnerable groups	HSI	From Sept 2016	
4.5	<p>Improve the outcomes for pupils on SEN Support or who have a EHCP by:</p> <ul style="list-style-type: none"> <li>Extending the ordinarily available provision suite of documents to cover health, pre-school and post-16</li> <li>Develop a shared understanding of how we monitor 'good progress' for those on SEN support</li> <li>Develop an offer of workforce development and support to promote good inclusive practice</li> <li>Monitor the effectiveness of the outreach service (PENSP) on building capacity within mainstream schools</li> <li>Develop school leadership via the SENCO network and through the annual inclusion conference</li> </ul>	HI	2016/17	<ul style="list-style-type: none"> <li>Extension of 'ordinarily available provision' suite of documents - distributed to all schools with follow up support</li> <li>Improved outcomes for SEND pupils in terms of progress and achievement (refer to success measures) supported by better monitoring</li> </ul>



<b>Priority 5: Building on existing strengths make effective use of available school performance data, information and predictions and systematically analyse data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors</b>  <b>Ofsted areas of improvement: 1, 2 &amp; 4</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• A clear understanding within the partnership of the strengths and weaknesses and priorities for action</li> <li>• Rigorous data analysis across all key stages, including in-year analysis, supported by data sharing agreements</li> </ul>	
No	Actions	Who	When	Milestones
5.1	Establish data sharing agreements between the LA and schools / academies (under the auspices of the Portsmouth Education Partnership) whereby the LA collates in-year progress data for all year groups and all core subjects including a focus on disadvantaged pupils, boys and SEND, in addition to the suite of data the LA already draws upon	SIM	Agreements in place by Sept 2016 Fully developed by Sept 2017	<ul style="list-style-type: none"> <li>• Data sharing agreements established</li> <li>• Annual programme of data analysis agreed</li> <li>• New process for collecting in-year progress data</li> <li>• Internal reporting systems and processed designed for analysing in-year progress data</li> </ul>
5.2	Scrutinise and challenge school predictions at KS2 and KS4 through in-year analysis allowing for earlier intervention if required, rather than at the end of each Key Stage, linked to annual performance letters and follow up by School Improvement officer visits	SIM	As above Termly	<ul style="list-style-type: none"> <li>• Establish an Attendance Network to promote good practice across the city</li> <li>• Provide training for school governors on their role in relation to school attendance</li> <li>• Data collection / data sharing protocols in place</li> </ul>
5.3	Revise and strengthen the LA school profiles that are provided to all schools in order to highlight strengths and areas of development with a particular focus on disadvantaged pupils, boys and SEND  Build on the good practice already in place in terms of training in the use of data for headteachers and governing bodies	SIM	By Sept 2016 Annual	<ul style="list-style-type: none"> <li>• Revised school profiles</li> <li>• Individual School Improvement Plans updated to reflect areas of development identified from the profiles</li> </ul>

<b>Priority 6: Accelerate improvements in school attendance particularly for vulnerable groups (LAC, SEND, young carers and children on child protection plans) and those of a secondary age</b>  <b>Ofsted areas of improvement: 1</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Profile of attendance in schools raised so that all communities, parents &amp; carers are aware of its importance and impact on achievement and life chances</li> <li>• Reduction in overall absence and persistence absence in both primary and secondary schools (refer to success measures)</li> </ul>	
No	Actions	Who	When	Milestones
6.1	Ensure parents meet their responsibilities to make their child(ren) attend school regularly <ul style="list-style-type: none"> <li>• Ensuring media messages regularly reinforce the link between good attendance and achievement at school and how this impacts positively on employment opportunities and other life outcomes</li> <li>• Highlighting the risks that are not going to school regularly can bring</li> <li>• Ensure parents understand their responsibilities and legal consequences</li> <li>• Ensure parents know what we mean by 'school ready'</li> <li>• Ensure schools and parents have access to information about recuperation timescales if their child is sick</li> <li>• Ensuring parents know who they can talk to if they have a concern about attendance</li> </ul>	HI	2016/17 Termly messages to parents	<ul style="list-style-type: none"> <li>• Attendance Strategy published</li> <li>• Communications / media campaign in place for 2016/17 - strong focus on parents / carers</li> <li>• Market research completed to capture parent's views on what would help them to support regular attendance</li> </ul>
6.2	Strengthen the challenge to schools and ensure schools have in place effective leadership and management of attendance	HI	2016/17	<ul style="list-style-type: none"> <li>• Programme of targeted support and training in place from Sept 2016</li> <li>• Support and Intervention Framework updated</li> </ul>

	<ul style="list-style-type: none"> <li>• LA to provide targeted support and training to school leaders and governors to promote best practice, make effective use of attendance data,</li> <li>• Where school attendance rates are a cause for concern the LA will formally write to the Head/CoG requesting a response and where there is insufficient progress the LA will visit the school and if necessary issue a warning notice in accordance with the LA's support and intervention framework</li> <li>• Intelligence about attendance shared at LA's School Assessment Meetings (SAM)</li> <li>• Strengthen the information available to schools in terms of proven strategies / examples of best practice 'what works' ; data reports</li> </ul>			<ul style="list-style-type: none"> <li>• Publication of best practice from local schools in reducing absence</li> <li>• Traded Service offer updated to provide additional support to schools</li> <li>• Governors provided with a checklist of questions to help drive improvements in attendance</li> </ul>
6.3	<p>Partners provide additional needs based support that contributes to improvement in attendance</p> <ul style="list-style-type: none"> <li>• Provide meaningful pupil and school level attendance data for schools that helps to identify those who are known to be vulnerable / risk of becoming persistently absent</li> <li>• Schools and partners put in place effective approaches, assessments and plans for pupils where attendance is a concern</li> </ul>	HI	2016/17	<ul style="list-style-type: none"> <li>• Support partners in ensuring Early Help Profile is used by schools and informs work with Multi Agency Teams</li> <li>• Ensure appropriate plans are in place, including Single Assessments, for pupils who are chronic absentees.</li> </ul>
6.4	<p>Strengthen the profile of key attendance messages in the community with messages that inspire young people to think about plans and goals and where they want to go with their life; raising the profile of role models and key</p>	HI	206/17	<ul style="list-style-type: none"> <li>• Communications / media campaign in place for 2016/17</li> </ul>

	<p>messages from local employers</p> <p>Develop and implement the school attendance marketing campaign <i>Get involved</i> campaign with Capital FM Radio targeting Year 10 pupils in all secondary schools</p>	HI / DDCS	By Sept 2016	<ul style="list-style-type: none"> <li>• Consultation with secondary heads during the summer term 2016</li> <li>• Launch and implementation for 2016/17 academic year</li> </ul>
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<b>Priority 7: Ensure all LA school improvement services are held firmly to account for their contribution to raising standards and promote effective integration of services to maximise the LA's impact on raising standards in schools</b>  <b>Ofsted areas of improvement: 4 &amp; 5</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Accountability for the impact of LA actions and use of resources is visible and measurable</li> <li>• Monitoring is carried out routinely and summarised for Senior Management Team and Elected Members</li> <li>• Members provide effective scrutiny and challenge</li> </ul>	
No	Actions	Who	When	Milestones
7.1	Replace the Schools Standards and Improvement Group (SSIG) with a Member led Education Advisory Panel to enable elected Members to hold senior officers to account both for the direct provision of support and for the facilitation of partnership working	DCS / CM	From May 2016	<ul style="list-style-type: none"> <li>• Education Advisory Panel is established</li> </ul>
7.2	Ensure robust monitoring and evaluation schedule is in place, with clear reporting lines to: <ul style="list-style-type: none"> <li>• Education Advisory Panel</li> <li>• Cabinet Member for Children and Education</li> <li>• Children's Services DMT</li> <li>• The new education partnership</li> </ul>	DCS	By Sept 2016	<ul style="list-style-type: none"> <li>• Monitoring and evaluation schedule is in place</li> </ul>
7.3	Implement the restructure of the Education Service and ensure that the effective features of school improvement services are shared across the service	DDCS	From May 2016	<ul style="list-style-type: none"> <li>• New structure in place</li> <li>• Virtual School moved from Inclusion to School Improvement</li> <li>• LA's School Improvement Service maintained and strengthened in 2016/17 but with agreed transition in place to a school-led system underpinned by the partnership</li> </ul>
7.4	Apply a greater level of scrutiny of LA maintained schools with excess surpluses, implementing more challenge and monitoring	DCS	From May 2016 Annual	<ul style="list-style-type: none"> <li>• Excessive surpluses reduced</li> <li>• Clear plans in place for schools with large surpluses - rigorously monitored by the LA</li> </ul>

	with respect to schools that are causing concern		review, termly monitoring	
7.5	Elected Members to regularly carry out scrutiny reviews in relation to school improvement, as part of the annual cycle	DCS / CM	From May 2016	<ul style="list-style-type: none"> <li>Annual cycle of scrutiny review agreed to include a focus on education and school improvement / raising standards / improving outcomes for disadvantaged, boys and SEND</li> </ul>

<b>Priority 8: Improve post-16 outcomes for young people with a particular focus on achievement and progression to skilled employment or higher education</b>  <b>Ofsted areas of improvement: 1</b>			<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• A collective focus on improving post-16 outcomes for young people in Portsmouth (refer to success measures)</li> <li>• Increased profile of Apprenticeships and Traineeships linked to skill needs required by local employers</li> <li>• Clear pathways to employment and Higher Education, supported by high quality careers information, advice and guidance</li> </ul>	
No	Actions	Who	When	Milestones
8.1	<p>Building on the work of the Post-16 Forum and Priority 3 of the Children's Trust, work with FE partners to improve achievement and progression to HE, Apprenticeships and skilled employment, ensuring there are more precise links between curriculum planning and the wider employment and skills agenda in Portsmouth</p> <p>Linked to this, develop and implement a City wide Careers Guidance Strategy with support of key stakeholders including schools, post-16 providers, University of Portsmouth and local employers</p>	PCM EGM	2016/17	<ul style="list-style-type: none"> <li>• Implementation of Year 3 of Priority 3 of the Children's Trust Plan</li> <li>• Post-16 Curriculum offer benchmarked against Solent LEP and local skills requirements</li> <li>• Implementation of Careers Guidance Strategy</li> </ul>
8.2	<p>Building on the success of reducing the proportion of young people who are NEET and unknown, focus on disadvantaged and vulnerable learners (e.g. LAC and care leavers) and better tracking of them to ensure they are on appropriate pathways and receiving early support and intervention where needed to ensure they stay on track</p>	PCM	2016/17	<ul style="list-style-type: none"> <li>• Youth NEET Prevention Programme (Year 11 - Year 13) extended for a second year April 2016 - March 2017; all secondary schools and FE colleges taking part</li> <li>• City Deal Youth Programme (16-24 year olds) Year 2 April 2016 - March 2017 - expanded to include a focus on LAC and care leavers</li> </ul>

	Develop further the availability of re-engagement and pre-employment programmes for young people who are NEET			
8.3	Address gaps in provision particularly at Level 1 (including traineeships and pre-apprenticeship programmes as part of the Apprenticeship Strategy)  Review progression pathways and support/intervention for young people with SEMH	PCM	2016/17	<ul style="list-style-type: none"> <li>• Apprenticeship Strategy and Action Plan published - Year 1 of implementation in 2016/17</li> <li>• Specialist careers adviser appointed (one day a week) to support the implementation</li> <li>• Implementation of Year 1 of the ESIF bid (focus on traineeships)</li> </ul>

### Glossary for lead responsibilities:

DCS	Director of Children's Services
DDCS	Deputy Directory of Children's Services - Education
HSI	Head of School Improvement (Interim)
HI	Head of Inclusion
HSPR	Head of Sufficiency, Participation and Resources
SIO	School Improvement Officers
PCM	Post-16 Commissioning Manager
SIM	Strategic Information Manager - Children's Services
EGM	Economic Growth Manager
CM	Cabinet Member for Education
PTSA	Portsmouth Teaching School Alliance



# Portsmouth Education Partnership Pulling Together: Achieving More



## Consultation on a new Education Partnership for Portsmouth

## Foreword

Schools and academies in Portsmouth work very hard to help children and young people develop the understanding, skills and character they need to succeed and live fulfilled lives. School leaders take seriously their responsibility for the quality of their individual institutions and there are good examples of schools and academies working together on different initiatives and in clusters supporting each other's improvement. There are clearly some significant strengths within the current education system in the city.

There is also significant change ahead for Portsmouth. The White Paper '*Educational Excellence Everywhere*' confirmed the Government's commitment to a school-led, self-improving system, and every school to become an academy by 2022. Whilst it signaled an end to the local authority's current responsibilities in terms of school improvement, the White Paper also set out a clearly defined continuing and important role for local authorities: ensuring every child has a school place; ensuring the needs of vulnerable children and young people are met; and acting as a champion for parents and families.

The Government will shortly be announcing the first wave of *Achieving Excellence Areas* and we are hopeful that Portsmouth will be part of that initiative, bringing new efforts and focus to the development of leadership capacity and school improvement in the city. Expansion of Multi Academy Trusts (MATs) driving improvement across groups of schools, in some cases with links to schools outside the city, will involve changes to school governance. The local authority will have a continuing and important role, but there will be differences.

Strong leadership of, and commitment to excellence within individual schools/academies is essential. Support through MATs has also been shown within the city to have the potential to make a valuable contribution. However, to achieve the outcomes we want to see for all young people in the city, we believe that a further development is needed. There also needs to be leadership of the system as a whole: promoting a strong open, trusting, learning culture across the city; ensuring that support for improvement is directed where it is most needed and will have maximum impact; and making sure that all possible opportunities are taken for effective collective action where that action will add value.

This consultation document sets out proposals for a new Education Partnership for Portsmouth, led by schools but with the full participation of a range of stakeholders. The Partnership will have a clear focus on raising standards and improving educational outcomes for children and young people in Portsmouth. But it also offers opportunities for collective action on a range of areas of work that will support this objective. We hope that you will engage with the proposals set out here, and let us have your views, so that arrangements can be put in place as soon as possible and which have the confidence and support of colleagues.


The proposals here focus initially on collective action to strengthen school education. We envisage active participation in the work of the Partnership, however, by colleagues in further and higher education, and indeed in early years education, and it would be possible for the Partnership's work programme to include activities which draw on, and impact on, strengths and developments in those sectors.

We are keen to get arrangements in place quickly, if current indications of support are confirmed. The consultation will therefore end formally on Friday 21<sup>st</sup> October 2016, when we will assess the position in the light of responses. There will be lots of opportunities to shape this agenda during 2016/17 and we look forward to working with you to develop the partnership over the course of next year.

Cllr Neill Young, Lead Member for Education, Portsmouth City Council



Alison Jeffery, Director of Children's Services, Portsmouth City Council



Steve Labeledz, Executive Head, Salterns Academy Trust and Chair of Secondary School Heads



Polly Honeychurch, Headteacher, Cottage Grove Primary School and Chair of Primary Heads



Alison Beane, Executive Head, Solent Academies Trust and Chair of the Special Schools



## **Executive summary**

### **Introduction**

Early discussions with headteachers, governors, teaching schools and Academy Trust leaders have indicated a strong appetite for collective arrangements in the City, led by schools, to take forward joint projects and programmes that matter to Portsmouth and which can make a difference in terms of raising standards and improving outcomes for children and young people. Furthermore, there is a developing consensus around a number of key priority areas.

This is set against a changing educational landscape and the Government's commitment to a school-led, self-improving system, in which all schools are encouraged to become academies.

The time is right to consider the development of a new Education Partnership for Portsmouth, to build on the historic and strong relationships between schools and between schools and the local authority and ensure that rather than seeing a fragmentation of the educational system in Portsmouth we see greater levels of collaboration and partnership working.

### **Principles**

The consultation documents set out some guiding principles which include shared accountability and collective responsibility for all pupils in Portsmouth, promoting a culture of openness and trust and ensuring that all available resources are well used and duplication is avoided.

### **Priorities**

A number of priority areas have been identified but others are likely to emerge. Priority areas include:

- Creating more options for schools and academies to receive the highest quality challenge and appraisal

- Co-ordinating school improvement support and making effective use of system leaders
- Teacher recruitment and retention, including career pathway development
- Leadership development at all levels
- Curriculum development and subject networks
- Inclusion
- Recruiting and supporting volunteers working in schools
- Collective interface for Multi Academy Trusts that operate in the City

## Structures

It is proposed that a **Strategic Board** be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, chaired by an independent Chair.

Below that Strategic Board, an **Operational Group** could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action.

Membership of the Partnership would be open to all schools and a range of partners.

## Resources

In the first two years the local authority will be investing resources both in terms of staff time and funding. This includes the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.

## 1. A Vision for Portsmouth: what could a new Partnership achieve?

Following the Ofsted inspection of school improvement in the city, the publication of the Government's White Paper, '*Educational Excellence Everywhere*', and the Queen's Speech on 18<sup>th</sup> May which paves the way for the Education for All Bill later this year, discussions have been held with headteachers, governors and MAT leaders, led by an experienced education consultant (Rebecca Matthews), engaged specifically to explore with stakeholders their views and ideas around partnership working in the city. These discussions to date have indicated two things:

- a) There is a strong appetite to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, MATs, colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangements, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.
- b) There is developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs. If a Partnership is established, its priorities and annual work programme will of course need to be agreed formally through the governance arrangements established for the Partnership. Examples of these priority areas are set out in section 3 below, however, to illustrate the contribution a Partnership could offer to raise the bar in the city.

## 2. Principles

The work of the Partnership could be guided by agreed principles which could include some or all of the following:

- a) All partnership work will have a collective focus on improving standards city wide, with accountability shared across the city
- b) All pupils learning within a Portsmouth school or academy are regarded as Portsmouth learners for whom there is a collective responsibility
- c) The Partnership will promote a culture of openness and trust in order to achieve maximum acceleration of improvement
- d) All schools should be good or better and the partnership will focus its attention to achieving this goal
- e) No school should be left isolated
- f) Support should be brokered from a variety of sources, focusing on pre-emptive and preventative action
- g) Resources should be used well and duplication avoided

- h) Robust quality assurance measures should be used to ensure value for money
- i) Local strategic priorities should be set by the Strategic Board following consultation
- j) The Partnership should be a forum for communication and improvement, with schools and stakeholders held to account.

### **3. Potential partnership priorities and actions**

There are many possible areas in which a new Partnership could make a tangible difference in terms of raising standards and improving the educational outcomes for children and young people in Portsmouth. The potential priority areas below are just a selection of ideas which have been discussed with colleagues.

#### **a) Creating more options for schools and academies to receive the highest quality challenge and appraisal on a regular basis, in a culture of trust and openness.**

Against the background of daily challenges, anxiety about accountability and competition between schools for students, it has not always been easy for schools to acknowledge openly where they need support and engage fully with the support which has been available. The position has improved in recent years, but a Partnership explicitly committed to honest challenge and support, offering a wider range of opportunities for support self evaluation and review, could open up more opportunities for improvement across the city and ensure that resources available across the system are well exploited and well targeted. One option currently being explored for example, may be a new arrangement between a school led Portsmouth Partnership and the national Challenge Partners organisation, providing cost effective, tailored challenge processes and access to high quality expertise from outside as well as within the city. The Partnership could also explore the development of other triad or pairing relationships within and beyond the city, developing shared rigorous processes and expectations around the use of review findings. In all review and challenge work the Partnership would be able to draw on the well regarded data analysis capacity and expertise in the council's Education Service which was praised in the 2016 Ofsted inspection. A particular focus of challenge activities could be around how schools promote improved achievement by disadvantaged and potentially vulnerable children and young people, to narrow the current achievement gaps. Equally, challenge activities could explore how all young people, including the most able, are supported to achieve their full potential.

**b) Coordinating school improvement support so that there is no duplication, and the most effective use is made of all the available expertise in the city including NLEs, SLEs, LLEs and NLGs**

The Partnership has the potential to be the vehicle through which the current teaching school, and possible future teaching school(s) based in the city, MATs and local authority resources could be brought together so that a fully planned and prioritised school improvement offer is made across the city.

There is agreement that the current arrangements are not making optimal use of the available resources in terms of funding or expertise. As a potential Achieving Excellence Area, the co-ordination of additional support will be essential. Through the Partnership, the commissioning and dissemination of support opportunities could be coordinated. It would also be possible for this to include oversight of the allocation and quality assurance of support provided to schools causing concern. Collective planning of CPD opportunities could reduce the need for staff to travel out of the city and/or achieve better economies of scale. It would also provide a vehicle for collective curriculum planning where this is helpful and can add value.

The council will be commissioning the Portsmouth Teaching School Alliance to deliver some of its statutory school improvement functions in 2016/17, particularly with respect to schools causing concern, but would like to see this embedded as part of the work of the Portsmouth Education Partnership.

**c) Collective action on teacher recruitment and retention, including career pathway development**

There is clear agreement on the value of a city-wide approach to bringing new teachers into the city, building on existing structures and activities including the two successful recruitment fairs held earlier this year. In addition to promotional literature, options around housing (currently being considered by the council) and the local CPD offer, this could also include exploring options for planning career pathways across city schools rather than within individual schools or MATs, in order to retain and develop talent.

**d) Collective approaches to leadership development at all levels**

New development programmes could potentially be designed and resourced through the Partnership for leaders at all levels, from middle level leaders to potential executive headteachers/MAT leaders/CEOs of Academy Trusts. Putting in place a strong leadership pipeline, while also encouraging movement in and out of the city, is important for future system leadership capacity.



#### **e) Curriculum development and subject networks**

The Partnership could oversee curriculum development projects and host subject networks through which subject expertise and resources could be developed and sourced. The University Technical College, opening in September 2017, has the potential to stimulate and strengthen science, technology, engineering and maths (STEM) education across the city, and the Partnership would be an appropriate vehicle through which to secure that positive impact.

#### **f) Collective approaches to key inclusion issues**

Successful strategies for inclusion in the city depend on schools operating in consistent ways, with shared values and principles. The future funding of Alternative Provision is a good example of an area in which a consistent, coherent strategy could make the difference between a successful, viable programme and fragmented, expensive and disjointed provision. The Partnership could be a vehicle for agreeing a city wide approach, which could include, for example, shared training in restorative approaches to supporting behaviour, linked to the proposed city wide restorative approach to social care and family support through the Portsmouth “Stronger Futures” strategy for sustainable children and family services.

City-wide approaches to engaging parents and wider stakeholders could also be potentially powerful and need school and MAT engagement. An early example of collaboration here will be the recently agreed Get-Involved campaign to be delivered by Capital Radio in the Autumn 2016, aimed at encouraging teenagers to attend school regularly.

The Partnership will seek to support not replace existing inclusion strategies and actions that are in place, notably the special educational needs and disability (SEND) strategy which aims to further develop a range of high quality support services that contribute to removing the barriers to achievement. Our ambition is for Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Where additional support is required, this needs to be accessed in a timely way and should be of a high quality.

#### **g) A collective scheme for recruiting and supporting volunteers working in schools**

This could include, for example, a programme for placing increased numbers of student volunteers to support delivery of key parts of the curriculum, linked to the University's plans for stepping up significantly student volunteering in the city.

This will build on volunteering programmes already in place, notably the volunteering work of Portsmouth College's students in schools.

#### **h) A collective interface for Multi Academy Trusts that operate in the city**

Discussions to date with leaders of MATs operating in Portsmouth have indicated that they would welcome the opportunity to meet together on a regular basis, with or through a new Partnership so that shared issues can be discussed and options explored for drawing most effectively on strategic and operational capacity within MATs for the benefit of the city.

- i) Finally, there is the opportunity to use the Partnership to develop a **comprehensive strategy for strengthening education in the city**, around which a wide range of stakeholders could mobilise. It is envisaged that consultation on that strategy could take place during the Autumn. The strategy could be wide ranging, from early parental engagement supported through maternity and health visiting services, to effective school and MAT organisation addressing transition and other issues, school led system improvement, multi agency support for vulnerable children and young people and their families, efforts to increase the proportion of young people attending university and focused work to equip more young people to take advantage of high level apprenticeships

## **4. How might an Education Partnership work?**

### **Structures**

It is important that there are clear decision making arrangements for the Partnership, and a clear set of principles and values guiding its work.

On decision making, it is proposed that a **Strategic Board** should steer the work of the Partnership and develop and agree the strategic vision and priorities. It is also important, however, that there is significant dispersed leadership and active engagement by leaders and staff across schools. The Partnership would be looking for system leadership across the schools community not leadership by a few schools.

One option might be small group leadership of individual priority areas overseen by the Board. It would not be appropriate for the council to chair the Board. The council's role would be to facilitate transition to a school led system, with the Partnership acting with increasing independence. The Strategic Board could be chaired either by a Headteacher, or by an independent Chair, as in some other areas of the country.

Below that Strategic Board, and similar to structures found in other partnerships, an **Operational Group** could sit which would meet every half term and which would be accountable to the Strategic Board. This could be the engine of the partnership,

responsible for analysing the data and proposing priorities / areas of action. The LA's current school assessment process and categorization of schools to determine levels of support and intervention (minimum, moderation and maximum) would transfer to this group to provide a more open and transparent dialogue and analysis. A new forward looking annual challenge process would be implemented, focusing on schools where pupils are making below expected levels of progress, underpinned by an annual needs based analysis to determine priorities and use of resources.

Developing the details of how the Partnership works will require co-ordination and commitment among schools. Schools will need space to construct and modify arrangements themselves. This can be a more time consuming process than providing a blueprint, but it is ultimately more likely to lead to a consensus which is more binding on schools as participants rather than recipients. Whatever is achieved there has to be a collective effort, not reliant on a few key individuals, but rather, rooted in system leadership.

Membership of the Partnership would be open to all schools and a range of partners including post-16 and Higher Education and early years settings. A possible membership of the Strategic Board could contain the following:

- Independent chair (or from the general membership, by election)
- 3 x secondary HT
- 1x special HT
- 4 x primary HT
- 2 x academy trusts
- 2 x post-16 Principal
- 1 x HE
- Director of Children's Services, PCC
- Deputy Director of Children's Services - Education, PCC
- Director, Teaching School(s)
- Deputy Director of the Regional Schools Commissioner
- 2 x Diocese

## **Resources**

In the two years the local authority will be investing resources both in terms of time and funding. This will include the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority but embedded as part of the Partnership. The local authority will also provide dedicated support in terms of data analysis, administrative support and senior officer time to facilitate and contribute to the work of the Partnership. Ultimately, however, the success of the Partnership will be dependent on support from schools both in terms of a time commitment and potentially some funding. A funding contribution from schools would reinforce the commitment and secure a sustainable future. In the first instance,

however, it is proposed that the Partnership establishes itself and proves its worth, with support from the local authority, prior to putting forward such a request.

The potential of Portsmouth becoming an *Achieving Excellence Area* may lead to additional resources being made available which may be channeled through the Teaching School(s) and overseen through the Partnership. The Deputy Regional Schools Commissioner with responsibility for Portsmouth has also indicated that RSC resources could potentially be brought to the Partnership table too.

## 5. Consultation

We would be grateful for your views and comments about the proposed Education Partnership for Portsmouth. Questions to consider could include:

- Do you agree with the vision as described in Section 1 and the purpose of the Partnership?
- Do you agree with the principles set out in Section 2 of this document? Are there others that should be included?
- Do you have any comments on the possible priorities identified in Section 3? Do you have other ideas?
- Do you think the proposed structure set out in Section 4 makes sense? Do you agree with the suggested composition of the Strategic Board?
- Do you feel your school / institution can contribute to the work of the Partnership? Would you be interested in being a member of the Strategic Board and/or Operational Group?

Please could you insert any comments in the box on the next page and return it to the address shown below by Friday 21st October 2016.

### By post:

Mike Stoneman  
Deputy Director of Children's Services - Education  
Education  
Portsmouth City Council  
Floor 2, Core 5/6  
Civic Offices  
Guildhall Square  
Portsmouth PO1 2EA

**By email:** [mike.stoneman@portsmouthcc.gov.uk](mailto:mike.stoneman@portsmouthcc.gov.uk)

**Comments / Feedback on the proposed Portsmouth Education Partnership**



# **Strategic Board - Portsmouth Education Partnership**

## **Terms of Reference**

### **1. Purpose**

The purpose of the Strategic Board is to oversee the work of the Portsmouth Education Partnership (PEP). It will provide overall strategic direction, and approve an annual work programme.

### **2. Local context**

The establishment of the Portsmouth Education Partnership is in response to a number of drivers:

- continuing underperformance in our education system, compared with national standards
- the changing role of the local authority
- national emphasis on school led improvement and development of system leadership within schools
- the drive by the Government towards full academisation
- new relationships with the Regional Schools Commissioner
- a critical report from Ofsted about existing arrangements for school improvement.

Consultation with schools, academies and Multi Academy Trust providers has shown that there is now a strong appetite locally to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, Multi Academy Trusts (MATs), colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangement, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.

Furthermore, there is a developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs.

### **3. Terms of reference**

The Strategic Board will:

1. Approve a two year strategy for education in Portsmouth 2016 - 2018 including ambitious targets for improvement
2. Identify priorities for improvement and agree an annual programme of work, package of support and allocation of resources to achieve agreed outcomes

3. Receive and approve reports from the PEP Operational Group
4. Use data and other evidence to monitor impact, evaluate progress and highlight areas for discussion where targeted support might be required

The Strategic Board will hold no legal power over schools / academies who sign up to the Portsmouth Education Partnership. Schools and academies that join the PEP as partners are not giving up any Governing Body rights or responsibilities and equally the Local Authority is not giving up any of its statutory obligations. However, all partners agree that the PEP should challenge, support and take action in order to achieve improved educational outcomes for Portsmouth children and young people.

#### **4. Chair**

The Strategic Board will be led by an independent chair of sufficient experience and standing to command respect.

The role of the Chair will be to:

1. To chair and steer the Portsmouth Education Partnership (PEP) Strategic Board
2. To help establish the Partnership and the development of its role, remit and function
3. To help develop and monitor the role and work of the Operational Group and receive regular reports from the Operational Group
4. To oversee the preparation of a detailed Strategic Plan for the Partnership
5. To work with key partners in Portsmouth and external partners and agencies to secure future support and contributions in order to sustain the future of the Partnership and help achieve its objectives and outcomes

#### **5. Membership**

The membership of the Strategic Board is as follows (proposed names in brackets):

- Independent chair (*Hilary Loder*)
- 2 x secondary headteachers (*Simon Graham, Sara Spivey*)
- 1x special headteacher (*Alison Beane*)
- 3 x primary headteachers (*Lucy Wilby, Polly Honeychurch, Clare Stevens*)
- 3 x academy trusts (*Sue Samson UCAT, Joy Waeland ARK, Steve Labedz Salterns*)
- 2 x post-16 Principals (*Steve Frampton, Stella Mbubaegbu*)
- 1 x Higher Education representative (*Paul Hayes*)
- Director of Children's Services, PCC (*Alison Jeffery*)
- Deputy Director of Children's Services - Education, PCC (*Mike Stoneman*)
- Director, Teaching School(s) (*Jo Peach*)
- Solent EBP (*Cath Longhurst*)
- Dioceses - Catholic and CofE (*Urszula Topp and Jeff Williams*)
- Deputy Director of the Regional Schools Commissioner (*Maria Dawes*)



The membership of the Strategic Board will be agreed annually at the first meeting of the Board of the academic year. The Strategic Board may co-opt other 'non-voting' persons/organisations as it deems appropriate.

## **6. Ways of working, frequency of meetings and secretariat**

The Board will meet termly.

The quorum shall be 50% of the members of the Strategic Board present.

Minutes of the meetings of the Strategic Board will be circulated to all members as soon as available and formally agreed at the next meeting of the Strategic Board. The agenda and supporting papers will be sent out at least one week in advance of each meeting.

In the first two years of the Partnership, the local authority will co-ordinate and administer the meetings, unless alternative arrangements are agreed by the Board.

The Partnership will oversee the operation of the contract between PCC and the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority. This work will be embedded as part of the Partnership.

The local authority will also provide dedicated support in terms of data analysis, administrative support and senior officer time to facilitate and contribute to the work of the Partnership.

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## **Operational Group - Portsmouth Education Partnership**

### **Terms of Reference**

#### **1. Purpose**

The purpose of the Operational Group is to provide the professional workforce, expertise and advice that will enable the Strategic Board to carry out its strategic function, particularly in relation to improving standards of teaching and learning. It will be the engine behind the Partnership, responsible for analysis of data and trends, performance management and agreeing support for schools causing concern.

Additional sub groups / task and finish groups may be established to focus on other priorities working alongside the Operational Group.

#### **2. Terms of reference**

The Operational Group will:

1. Present to the Strategic Board a recommended annual programme of work, package of support and allocation of resources to achieve agreed outcomes that include school improvement but also other areas that may warrant support (and where sub groups or task and finish groups may have to be convened).
2. Undertake an initial high level desk top review and evaluation of all schools in order to identify for the Strategic Board those that are a cause for concern and would benefit from targeted challenge and support and those that may benefit from other support and CPD. For LA Maintained Schools this will form part of the school improvement contract between PCC and the Portsmouth Teaching School Alliance.
3. Present to the Strategic Board a half termly report on the identified / supported schools using data and other evidence to monitor impact and progress

#### **3. Membership**

The membership of the Operational Group is as follows:

- Director of Learning, Portsmouth Teaching School Alliance (*Jo Peach*)
- Deputy Director of Children's Services - Education (*Mike Stoneman*)
- Director of the Maths Hub (*Barbara Rogers*)
- x6 Headteachers - Primary, Secondary, Special, Academies (*Sara Spivey, Debbie Anderson, Daemon Hewitt-Dale, Simon Graham, Alison Beane*)
- PCC data team representatives (*Penny Lane, Andre Mere*)
- Other PCC officers (*Julia Katherine, Neil Stevenson*)

#### **4. Chairing, frequency of meetings and secretariat**

The Operational Group will be chaired by a Headteacher.

The Group will meet at least half termly.

Minutes of the meetings of the Operational Group will be circulated to all members as soon as available and formally agreed at the next meeting of the Strategic Board. The Agenda and supporting papers will be sent out at least one week in advance of each meeting.

In the first two years of the Partnership, the local authority will co-ordinate and administer the meetings of the Operational Group and take minutes, unless other arrangements are agreed.

## Provisional Educational Attainment & Progress Results 2016

### 1. Purpose

This summary provides an overview of 2016 provisional results for Portsmouth across all key stages.

### 2. Context

- 2.1 A new assessment framework was introduced from 2015-16 which removed assessment by levels and introduced scaled scores and expected standards at key stage 1 and key stage 2. Due to these changes in assessment frameworks, 2016 results for KS1 and KS2 cannot be directly compared with previous years.
- 2.2 A new accountability framework was also introduced at key stage 4 which includes new headline measures of performance.

### 3. Overview of Performance

- 3.1 Provisional results for 2016 are set out in the tables overleaf. A summary overview of performance at each stage is given below:
- 3.2 **EYFSP** - provisional results for 2016 are in line with the proxy national having been above in 2015. The percentage of children achieving a good level of development has increased from 69% in 2015 to a provisional result of 69.7%.
- 3.3 **Phonics Yr 1** - provisional results for 2016 are in line with the proxy national having been below national in 2015.
- 3.4 **Key Stage 1** - provisional results for 2016 are below the proxy national having been above national in 2015.
- 3.5 **Key Stage 2 Attainment** - provisional outcomes are below national as has been the case in previous years, and the gaps from Portsmouth's performance to national averages have increased in reading, writing and in maths, as well as the combined measure. For all pupils achieving at least the expected standard in Reading Writing & Maths, Portsmouth is provisionally joint 140th out of 150 local authorities nationally in 2016.
- 3.6 **Key Stage 2 Progress** - Average progress scores for reading, writing and maths are all negative and significantly below the national average.
- 3.7 **Key Stage 4** - Attainment in GCSEs has improved from 2015, with the percentage of pupils achieving both English and Maths GCSE grades A\*-C improving from 52.6% to 57.5%.

## Early Years Foundation Stage Profile (EYFSP), Phonics and Key Stage 1

	2016 Portsmouth provisional (%)	2016 Proxy National* (%)	2016 Gap - Portsmouth Prov. to Proxy National 2016	2015 Gap - Portsmouth to National
EYFSP - Good Level of Development	69.7	69.3	0.4	3
Phonics Yr 1	81.4	80.6	0.8	-3
KS1 Reading	72.6	74.0	-1.4	2
KS1 Writing	62.6	65.5	-2.9	2
KS1 Maths	70.7	72.6	-1.9	1
KS1 Combined	58.5	60.3	-1.8	n/a

\* Proxy national is from NCER and based on LAs having submitted their provisional results (over 150 out of 152 LAs have done so).

## Key Stage 2: Attainment

	2016 Portsmouth Provisional (%)	2016 National Provisional (%)	LA Ranking (Portsmouth's ranking out of 150 LAs)	2016 Gap - Portsmouth to National (Prov.)	2015 Gap - Portsmouth to National (previous measure)
KS2 Reading, Writing & Maths Combined - % meeting expected standard	47.6	53	140	-5.4	-2
KS2 Reading - % meeting expected standard	61.3	66	119	-4.7	-1
KS2 Writing - % meeting expected standard	72.6	74	114	-1.7	-1
KS2 Maths - % meeting expected standard	63.8	70	135	-6.3	-1

## Key Stage 2: Progress

Key stage 2 progress scores are measured from pupils' starting points at the end of key stage 1 assessments to their outcomes at key stage 2 assessments. A positive progress score means that pupils made on average more progress than pupils nationally.

	2016 Portsmouth Provisional	2016 National	Difference to national
KS2 Reading Average Progress score	-1.6	0	Significantly below the national average
KS2 Writing Average Progress score	-1.4	0	Significantly below the national average
KS2 Maths Average Progress score	-1.8	0	Significantly below the national average

## Key Stage 4

	Portsmouth 2016 provisional (%)	Portsmouth 2015 (%)
Attainment 8*	46.2	44.1
Pupils achieving A*-C GCSE in English and maths	57.5	52.6
Pupils achieving 5+ A*-C GCSEs including English and maths (from 2016 this is no longer a headline measure but is included for comparative purposes)	54.7	50.7

National provisional results are not yet available at Key Stage 4.

\* Attainment 8

2016 average is based on provisional results received from 9 out of 10 Secondary schools and estimated results for special schools.

Attainment 8 was not a performance measure used by the majority of schools in 2015 and therefore results are expected to improve in 2016 as schools adjust.

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