

EDUCATION ADVISORY BOARD

RECORD OF DECISIONS of the meeting of the Education Advisory Board held on Tuesday, 3 October 2017 at 4.00 pm at the Guildhall, Portsmouth

Present

Councillor Hannah Hockaday (in the Chair)

Councillors Suzy Horton
 Neill Young

Apologies for Absence

12. Apologies for absence

There were no apologies for absence. Apologies for lateness were given for Alison Jeffery, Director of Children, Families and Education.

13. Declarations of interests

Councillor Suzy Horton declared a personal interest as she is a governor at Craneswater Junior School.

Councillor Neill Young declared a personal interest as he works for a speech and language therapy charity.

14. Minutes of the last meeting - 3 July 2017

RESOLVED that the minutes of the meeting held on 3 July 2017 be agreed as a correct record.

15. Overview of the 2017 Provisional Results

The report was introduced by Mike Stoneman who explained he also had some power point slides to show to the panel. This could be made available to the board following the meeting.

He explained that the results are still provisional and were based on data provided by the schools. The full set of validated data will be available in January. There were some missing results for KS4 (comparison with national and Progress 8) which were expected next week.

He explained that in 2016 a new primary assessment framework was introduced which introduced scaled scores and expected standards for KS1 and KS2. A new accountability framework was also introduced for KS4 which included measures of performance (Progress 8 and Attainment 8). In 2017 a new 9 to 1 grading scale was introduced for GCSEs replacing A* to G with 9 being the highest grade. The new grading system is being gradually introduced over the next four years, starting with English and maths exams in

2017. All subjects will be under the new grading system by 2020. This therefore makes it difficult to compare results from previous years.

Early Years Foundation Stage Profile

Mike referred to the graphs in the presentation which showed that Portsmouth was well above the national average in 2015 in terms of the Good Level of Development (GLD) measure. In 2016 national caught up with us although Portsmouth still showed a significant improvement. In 2017 further improvements were made but again not as rapid as national - the gap is now only half a percentage point. In response to a question, Mike said that this wasn't a significant concern. Ella Harbut, who is an Early Years Advisory Teacher and leads the moderation on the EYFSP is doing some investigation around this and providing support to those early years where there are concerns and this is fed into the school improvement board as part of the PEP arrangements.

It is an encouraging picture overall. Jo Peach added that they are investigating whether there are any trends but it does seem to be a mixed picture with no common pattern. Influx of EAL pupils could be part of the issue.

Phonics year 1 results

Mike referred to the graphs in the presentation which showed that in 2015 Portsmouth was well below national average. In 2016 Portsmouth increased significantly and went above national. In 2017 Portsmouth dropped below national. Mike said it was difficult to give a clear indication as to why there was a drop as there were no obvious patterns. Jo Peach added that when this was looked into, some schools had performed particularly badly, some of whom are good schools, and other schools have done really well. When the individual schools were investigated for one it was a case of an influx of EAL pupils and they were not ready for the phonics tests. In some of the schools that had performed badly it was an issue of a lack of breadth of vocabulary which can really disadvantage children. This one does fluctuate and the LA has also not got a full breakdown of the detail so it's very difficult to give any data breakdown. The main thing is to talk to schools to see what they think happened and what can be done to improve this. In response to a question Jo confirmed it could also be due to cohort issues and staffing issues. Hilary Loder added that this data doesn't link back in any coherent way to the early years data.

KS1 results

Mike explained that there are only 2 years' worth of data as the new measures were introduced in 2016. In all three areas of reading, writing and maths there have been improvements which is pleasing. Writing in particular was good with the gap closing between the national figures. The others stayed the same and this reflects the improvements that have been mirrored at a national level.

In response to a question, Jo explained that teachers learn how to teach the test. Last year a new moderation arrangement was introduced and this is very robust. The LA has a strong relationship with Southampton City Council

and they are both working under the same arrangements. The lead moderator in Southampton is working in Portsmouth and have a really strong programme of briefings and CPD. More confident this year about the accuracy of the teacher judgements.

In response to a question about contrast with our neighbours, Mike explained that the nearest direct comparison is Southampton and we have done reasonably well compared to Southampton. The same can be said of comparisons with our 10 statistical neighbours. .

ACTION - Mike said he would produce a table of our statistical neighbours to show the comparison of KS1 results. This will be circulated to board. Members once the validated results were available (January 2018).

KS2 results

Mike referred to the graphs and said that there was a 6% point increase for combined reading, writing and maths at expected standard increasing from 48% to 56% which is a big jump, however the gap below national remains almost the same. In reading, writing and maths all three have seen improvements with a particular gain in maths. Writing has increased slightly and reading is broadly where we were last year.

In response to a question Mike explained that writing in KS2 is subject to teacher assessment so this is where moderation comes in. We will moderate a 25% sample and there is a very robust process in place. In response to a question Mike said that in some ways he was not surprised to see the gap widen for writing and the LA had predicted that this might happen due to the arrangements put in place to support moderation. Overall though this was very encouraging and there are some fantastic success stories across some schools making significant progress.

In response to a question regarding comparison between results between those schools that are all through primary schools compared to infant/junior schools, Mike said this has been looked at and he would circulate some analysis around that. The analysis is not conclusive but primary KS2 tend to do better than Junior KS2. Mike added that progress figures for KS2 - apart from writing, reading and maths all improved in terms of progress scores.

KS4 results

As mentioned earlier in the meeting the LA is still waiting for more details. These figures are based on figures received from school so are still provisional. . The standard pass at grade 4 and above for English and maths was 58.5% - almost the same as the broadly equivalent A*-C figure from 2016 of 58.3%.

A breakdown of secondary schools is included in the back of the report.

The government is also measuring the number of pupils entering the English Baccalaureate. The English Baccalaureate (Ebacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school. The Ebacc is made up of English, maths, history or geography, the sciences

and a modern foreign language. Schools are increasing number of pupils entering the English Baccalaureate and still improving their results which is good to see. It is slightly contentious as subjects that make up the English Baccalaureate aren't for everybody and do not want to discourage pupils from taking subjects such as music, art. Some schools will be more encouraging pupils to take this on more than others. Ofsted are taking a harder line on this so we need to have our eye on that and watch that carefully

ACTIONS:

Mike Stoneman to provide for the Board:

- A table of our statistical neighbours to show the comparison of results.
- Analysis of results between all through primary schools compared to infant/junior schools.

RESOLVED the Board Members noted the provisional results for 2017 and noted how it is informing school improvement priorities for 2017/18.

16. Portsmouth Education Strategy 2017 - 2020

Mike Stoneman gave a verbal update due to the late closing of the consultation exercise. He reminded the Board that they had discussed the draft strategy at the previous meeting. This had gone out to consultation which ended on 22 September. The PEP is currently putting together a summary report of the responses received which will be going to the PEP Strategic Board on Monday. Mike said he would circulate a summary of responses to the consultation to the Board. He explained that there had been a disappointing response to the consultation and more responses had been received from partners' e.g. colleges, health colleagues and the university rather than schools. The PEP had already listened to feedback from the workshops with HTs and feedback from the groups set up so this has all fed into this. Feedback overall has been very positive and have received feedback across all of the 10 objectives. The PEP is now looking at how can strengthen the objectives in light of the feedback. Feedback included:

- Culture and international work came across as lacking within the overall strategy.
- Public health and physical health - there is a separate strategy being developed under the Children Trust Board. Therefore although they accept this feedback this will be reflected under a separate strategy.
- Some comments that the strategy was not aspirational enough. Mike said he would argue that it is ambitious but it may need to be more upbeat so the PEP is reflecting on this.
- Although a range of performance measures are given at back of the document, feedback was given that a section on how the PEP judge success should be provided at the front of the document in a succinct format.

Next steps

- To produce summary of responses for PEP Strategic Board on Monday.
- A revised version of the strategy completed for later this month and summary document produced.
- The 10 strategic objectives will feature on the PEP website which is due to go live this month. Test version of website will be shown to the PEP Strategic Board on Monday.

ACTION:

Mike Stoneman to circulate a summary of responses to the Education Strategy consultation to the Board.

17. Exclusion of Press and Public

The Chair advised that as long as members did not discuss the detail of the exempt appendix, the meeting could continue in open session.

18. School Improvement Priorities for 2017/18

Mike Stoneman introduced the report and circulated the exempt appendix which showed the PEP performance dashboard.

It was explained that the council has a statutory duty for school improvement, particularly for LA maintained schools. Currently 50% of schools in Portsmouth are LA maintained although it is expected over the next 18 months over 75% of schools will be part of a MAT. Under the Academies Act 2010, LAs retain a legal responsibility for performance in the area as a whole. Therefore when a school moves to a MAT, as strategic commissioners the LA retains that responsibility. This is why Portsmouth moved to the PEP to ensure that all work together to deliver positive outcomes across the city.

Underneath the PEP is the School Improvement Board which the headteacher of St Edmund's chairs. The Board includes headteachers from schools (there is one LA maintained headteacher and the remainder are academy heads) and local authority officers.

There are a range of performance measures that underpin the dashboard and there are provisional data for all measures and these are then RAG rated using criteria agreed by the school improvement board. This then informs a prioritisation of schools. Currently for our LA maintained schools we have 12 schools that fall under priority 1 and 2 and they are the focus for this term. For priority 3 schools, although these will not be targeted, the LA has said if they have concerns they can talk to the LA and can provide support. With academy schools the LA does not give a priority rating. In the annual meetings with the MATs they will go through data for each of the academies in that trust and seek assurances to see why any areas are rated red. Look at

how to share strengths across city and how this will benefit other schools. Every school has a copy of their individual dashboard.

In response to a question, Mike explained if a school has an Ofsted grade of 3 or below, they automatically become a priority 1 school. When the LA send out the letters to schools, also enclose the school support directory which gives details of all system leaders operating across the city.

Jo Peach added that they have not yet included the special schools within the dashboard however this would be published later this year. The special schools were RAG rated last year to see what worked and different measures are needed for special schools. This will include the Harbour School where because of the nature of the school several different measures for each of the sites are needed. Jo and Mike had a productive meeting today with the HT of Harbour about a range of performance reviews and where focus will be.

Appendix 3 of the report provides an update on LA schools which Jo summarised. In terms of successes she highlighted successes at Manor Infant which has moved from grade 3 to grade 2.

Mike went on to explain that the Strategic School Improvement fund is a national fund that opened up just before the summer and there are three rounds of bidding. Due to the PEP Portsmouth is in a good position to apply to the fund. Working closely with another teaching school who have been coordinating bids on behalf of the sub region 3 bids were submitted:

- (1) Challenging the gap - focussing on improving outcomes for disadvantaged children. This is a £200k programme that was successful. Involving 18 schools both LA, academies and special schools. This will have a huge impact on overall attainment in the city. Already up and running, had first briefing and workshop already and moving swiftly on so very encouraging.
- (2) SEN - focussing on those pupils needing SEN support in mainstream schools as evidence shows they are performing less well than their peers compared to the national picture. This bid was unsuccessful but the LA are considering resubmitting this bid for round two with a deadline of 20th October.
- (3) Maths KS1 and 2 - led by Solent Maths Hub this was also unsuccessful. It is unlikely that Solent Maths Hub will be resubmitting a bid. There is already a lot of support going into Portsmouth through the hub so we are less concerned about that.

Literacy in KS1 and KS2 has been identified as a sub-regional priority and a bid is being considered for round three in December/January.

School improvement areas for development in 2017/18:

The LA have already identified a number of schools where want to trial a programme around SEND reviews. Partner a poor performing school with a national leader and one other schools which has a good track record - and undertake a review. This then links to 3 session workshops with follow up support from SLEs. The LA would like to have something comprehensive across Portsmouth. Planning on basis that might not win this bid so have six

schools we want to work with this year. If the bid is successful then this can be scaled up.

Another area the LA is focussing on is about improving subject training. Subject networks have been set up in English, maths, science and modern foreign language across primary and secondary through the PEP. Also a lot of effort has been put into leadership training and a lot of schools have signed up to those. Hoping to have a local hub which will train up the middle leaders.

In response to questions the following matters were clarified:

- Ella Harbut, early years lead advisor who sits on the School Improvement Board is looking at a prioritisation list similar to the dashboard for early years. Mike said an update could be provided at the next meeting.
- Willows Nursey is special school setting but also operates on a private daycare basis and there is a lot of synergy between the two. The quality of the 30 hours is essential for setting the standard for the early years setting.
- The PEP is the key way forward for challenging academies, and regular meetings with MATs take place to talk about their dashboards. These meetings are very positive and Mike gave an example of a meeting with TSAT earlier today where they discussed the dashboards for their 5 schools. Mike was reassured with what they are doing and they talked about support the LA can provide. The relationship is strong with most academy trusts. There are some very strong headteachers in the city and the LA are looking at using these to help schools who are struggling.

RESOLVED that the Education Advisory Board members endorsed the priorities for school improvement support for 2017/18 and noted the support that was provided in 2016/17.

19. Date of next meeting

It was agreed that the next meeting be held in early February and a date would be circulated in due course. Mike added that this would be a good time to bring a 6 monthly update on the PEP forward to the Board.

The meeting concluded at 5.20 pm.

Councillor Hannah Hockaday
Chair