
NOTICE OF MEETING

EDUCATION ADVISORY BOARD

TUESDAY, 3 OCTOBER 2017 AT 4.00 PM

CONFERENCE ROOM B - CIVIC OFFICES

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Membership

Councillor Hannah Hockaday (Chair)

Councillor Suzy Horton

Councillor Neill Young

Diocesan representative - Church of England

Diocesan representative - Roman Catholic

Teacher Liaison Panel representative

(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 Minutes of the last meeting - 3 July 2017 (Pages 5 - 8)

The minutes of the last meeting on 3 July are attached for approval.

4 Overview of the 2017 Provisional Results (Pages 9 - 30)

This summary provides an overview of 2017 provisional results for Portsmouth for headline attainment measures across all key stages. The data is being used to inform the Portsmouth Education Partnership's Performance Dashboard and the prioritisation of schools for targeted school improvement

support (refer to the separate report).

RECOMMENDED that Board Members note the provisional results for 2017 and how it is informing school improvement priorities for 2017/18 (refer to the separate report).

5 Portsmouth Education Strategy 2017 - 2020

A verbal update will be provided due to the late closing of the consultation exercise.

6 Exclusion of Press and Public

That in view of the contents of the following item on the agenda the Committee is RECOMMENDED to adopt the following motion:

“That, under the provisions of Section 100A of the Local Government Act, 1972 as amended by the Local Government (Access to Information) Act, 1985, the press and public be excluded for the consideration of the following item on the grounds that the report contains information defined as exempt in Part 1 of Schedule 12A to the Local Government Act, 1972”.

The public interest in maintaining the exemption must outweigh the public interest in disclosing the information. Under the Local Authorities (Executive Arrangements) (Meetings and Access to Information) England Regulations 2012, regulation 5, the reasons for exemption of the listed items is shown below.

Members of the public may make representation as to why the item should be held in open session. A statement of the Council's response to representations received will be given at the meeting so that this can be taken into account when members decide whether or not to deal with the item under exempt business.

(NB The exempt/confidential committee papers on the agenda will contain information which is commercially, legally or personally sensitive and should not be divulged to third parties. Members are reminded of standing order restrictions on the disclosure of exempt information and are invited to return their exempt documentation to the Local Democracy Officer at the conclusion of the meeting for shredding.)

<u>Item</u>	<u>Exemption Para No.*</u>
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7. School Improvement Priorities Report - Appendix 1 only	paragraph 3
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*Paragraph 3 - Information relating to the financial or business affairs of any particular person (including the authority holding that information).

7 School Improvement Priorities for 2017/18 (Pages 31 - 40)

This report provides an outline of the council's school improvement priorities for 2017/18 and an update on the targeted work undertaken by the Portsmouth Teaching School Alliance on behalf of the council to provide school improvement support to LA Maintained schools.

Appendix 1 to the report has not been published as this contains exempt information and will be made available to the Education Advisory Board members at the meeting.

RECOMMENDED that members of the Education Advisory Board endorse the priorities for school improvement support for 2017/18 and note the support that was provided in 2016/17.

8 Date of next meeting

For the Board to agree when to hold the next meeting in the Spring term.

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Agenda Item 3

EDUCATION ADVISORY BOARD

MINUTES of the meeting of the Education Advisory Board held on Monday, 3 July 2017 at 4.00 pm in Conference Room A, Civic Offices

Present

Councillor Hannah Hockaday (in the Chair)
Councillor Suzy Horton

Also Present

Alison Jeffery, Director of Children, Families and Education

Mike Stoneman, Deputy Director of Children, Families and Education - Education Service

Hilary Loder, Independent Chair of the Portsmouth Education Partnership Strategic Board

Jo Peach, Director of Learning, Portsmouth Teaching School Alliance

7. Apologies for absence

Apologies for absence were received from Councillor Neill Young and Helen Reeder, TLP representative.

8. Declarations of interests

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

9. Minutes of the last meeting - 2 February 2017

RESOLVED that the minutes of the meeting held on 2 February 2017 be agreed as a correct record.

10. Portsmouth Education Partnership and School Improvement - update

The report was introduced by Mike Stoneman. He explained that the Portsmouth Education Partnership (PEP) Strategy Board took place this morning. He reminded members that an update on the PEP had been provided at the last Education Advisory Board and officers had explained that early priorities had been agreed. A half day workshop took place on 7 February where all schools and partners reflected on progress. This was used to shape the agenda going forward. At the last PEP Strategic Board meeting it was agreed to continue with the current structures as they are working well.

Mike summarised the sub groups and said that it would be good to get more people involved on these groups, particularly school leaders. There are head

teachers on each of the groups and a handful of these are active. Headteachers have fed back that they can see the benefits and want to get more involved which is encouraging.

Hilary Loder, the Independent Chair of the PEP considered that there was a feeling from the board that the PEP continues to undersell itself. All key stakeholders are aligned and they are now able to see plans coming through from the key priority areas. The PEP is coming up with some innovative ideas to solve problems that have been apparent over the years. With regard to the education strategy, the PEP is considering targeting areas of the strategy to stakeholders. Mike added that through the PEP a partnership with the multi academy trusts (MATs) has been mobilised which previously would not have been possible. Alison added a letter from the Regional Schools Commissioner had been sent to all MATs in the city requiring their collaboration in the PEP. This reaffirms the validity of the PEP. Hilary added that the inclusion of MATs in the PEP is an unusual feature and it is rare for them to be so fully engaged. This makes the PEP exciting as MATs are involved and have a voice which is integral to the vision. It also provides a platform for any issues to be resolved in a collaborative forum.

Draft Education Strategy

The Education Strategy has been drafted and is about to be distributed for consultation. This was considered by the PEP Strategy Board today. The final strategy will be published in the autumn term. Alison Jeffery said that the content of the strategy was welcomed at the PEP Board earlier and there had been a representation from the parent and carer board and they said they really liked the emotional health and wellbeing section. Alison considered that it would perhaps be helpful to provide a two page summary of the strategy with the key messages to encourage more people to read it.

Councillor Horton considered this to be a very good strategy that was accessible and easy to understand. She said that the headings under the strategic priorities were clear with a good summary. Alison added that there were action plans and milestones in place underpinning this, in order for the Strategic Board to monitor progress.

In response to a follow up question from Councillor Horton, Hilary confirmed that academy schools report directly to the Regional Schools Commissioner. If the dashboard for a MAT shows red they will need to explain the reasons why to the PEP and accept support unless they have a good reason not to. This is picking up some of the longest struggling schools. Academies are normally given three years to show improvement as there is recognition on how long MATs will need to get back on track.

School Improvement

Mike said that there is a collaborative school improvement programme under the auspices of the Portsmouth Education Partnership. This has helped prioritise schools for support (in the case of LA Maintained Schools – targeted support from the council is provided by the Portsmouth Teaching School Alliance but under the auspices of the PEP). Priority 1 schools are the highest priority and receive the most support. Where a school is strong in a

particular area they will be asked to share their strengths with other schools who may be struggling in that area.

Jo Peach then provided the board with an update on school improvement figures. Highlights were:

- Since September 2016 the number of pupils attending good or outstanding schools (academies and LA) has increased from 16200 to 19200 (18% increase).
- The number of children in schools that are not in good or outstanding schools has fallen from 4400 to 2700 (38% decrease).
- The percentage of pupils that remain in schools that are not classed as good or above has fallen from 17.6% to 10.7%. These schools remain a focus for support in 2017-18.
- There are no inadequate schools and many of the schools that are below good are close to good. 4 maintained schools are at grade 3, with 2 of these working at good currently and the others working towards that. Significant support is being provided to these schools.

With reference to Ofsted inspections, Councillor Horton referred to the Craneswater Junior School inspection as she is a governor there. She said their recent inspection had been extremely thorough and they had picked up that one of their policies on the school website was out of date. Jo said that ideally they would like governors to be involved in helping the school with checking information is correct and up to date on their school website.

In response to a question from Councillor Horton, Mike said that school improvement funding for SEN is required to improve outcomes for those pupils on SEN support in mainstream schools. This has formed part of a Round 1 bid to the DfE under the Strategic School Improvement Fund, the outcome of which will be known in late August.

RESOLVED the Education Advisory Board:

- (1) Noted the progress that has been made to establish the Portsmouth Education Partnership**
- (2) Endorsed the draft Education Strategy for Portsmouth which is currently out for consultation.**
- (3) Endorsed the school improvement support that is being provided by the council for Priority 1 and 2 LA maintained schools.**

11. Ofsted inspections - update on recent inspections and overall position for the city

Mike Stoneman introduced the report and summarised table 1 showing the outcome of the 7 school inspections during the Spring and Summer 2017. A further three inspections have since taken place for Copnor Primary School, Ark Dickens Primary Academy and Manor Infant School. The outcomes of these will not be known until later in July.

He drew attention to the Ofsted inspection at Milton Park Primary School which had been rated as requires improvement. This was the first inspection since the infant and junior school had amalgamated. The school had put school improvement measures in place but had not been fully engaged with the local authority, although some targeted support to improve maths had been brokered. Following the Ofsted inspection the local authority had met with the Headteacher and agreed a programme of school improvement. He added that the current Headteacher is leaving at the end of term. Interviews for the new Headteacher were taking place tomorrow 4 July. Jo Peach added that she had lined up a school improvement partner however would wait to see who was appointed before confirming this as it would depend on the new Headteacher's strengths. An action plan would be needed to target which areas needed most support. Milton Park Primary is considering joining a MAT, but are at a very early stage.

RESOLVED the Education Advisory Board

- (1) Noted the outcomes of the school inspections that were undertaken in the Spring and Summer terms 2017,**
- (2) Endorsed the school improvement support that will be provided by the council to Milton Park Primary School as set out in paragraph 4.16 and noted that this will be reviewed once the new Headtacher is appointed.**

The meeting concluded at 5.00 pm.

Councillor Hannah Hockaday
Chair

Agenda Item 4

Title of meeting:	Education Advisory Board
Date of meeting:	3 rd October 2017
Subject:	Provisional Headline Attainment Results 2017
Report From:	Alison Jeffery, Director of Children, Families and Education
Report by:	Mike Stoneman, Deputy Director of Children, Families and Education - Education Service

1. Purpose

- 1.1 This summary provides an overview of 2017 provisional results for Portsmouth for headline attainment measures across all key stages. The data is being used to inform the Portsmouth Education Partnership's Performance Dashboard and the prioritisation of schools for targeted school improvement support (refer to the separate report).

2. Recommendation

- 2.1 **It is recommended that Board Members note the provisional results for 2017 and how it is informing school improvement priorities for 2017/18 (refer to the separate report).**

3. Context

Changes introduced from 2016

- 3.1 A new primary assessment framework was introduced from 2016 which removed assessment by levels and introduced scaled scores and expected standards at key stage 1 and key stage 2. Due to these changes, results from 2016 for KS1 and KS2 cannot be directly compared with previous years.
- 3.2 In 2016, a new accountability framework was also introduced at key stage 4 which included new headline measures of performance (Progress 8 and Attainment 8).

Changes introduced from 2017

- 3.3 From 2017 a new 9 to 1 grading scale is being introduced for GCSEs, replacing A* to G, with 9 being the highest grade. The new grading

system is being rolled out over the next four years starting with maths and English exams in 2017, with all subjects being covered by 2020.

- 3.4 Aligned to the change in grading system, the Department for Education has introduced the concept of a 'standard pass' (Grade 4 or above) and 'strong pass' (Grade 5 or above). The standard pass is aligned to the old grade C and remains the minimum level that students need to achieve in order that they are not required to continue studying English and maths post 16.
- 3.5 The proportion of students achieving a 'strong pass' in English and maths will be a headline measure of school performance. The proportion of students achieving a standard pass (grade 4 or higher) will also be published in the schools performance tables and will be comparable to the proportion achieving a grade C or above in 2016.
- 3.6 The headline measure of schools performance for the English Baccalaureate (Ebacc) will be the percentage of pupils achieving a strong pass (grade 5 or above in English and mathematics, and grade C or above in unreformed subjects).
- 3.7 The Attainment 8 and Progress 8 measures will be impacted by the change in the grading system with point scores being allocated to the new GCSEs on a 9-1 point scale corresponding to the new 9 to 1 grades. During the transition period (2017 and 2018) where a combination of reformed and unreformed GCSEs can count towards performance measures, point scores from unreformed GCSEs will be mapped onto the 9-1 scale (see below) and the Progress 8 and Attainment 8 measures calculated on this basis.
- 3.8 The table below shows how the point scores have changed from 2016 to 2017. For all grades except A*, A, and G, a lower point score is allocated in 2017.

GCSE grade	2016 points (1-8)	2017 points (1-9)
G	1	1
F	2	1.5
E	3	2
D	4	3
C	5	4
B	6	5.5
A	7	7
A*	8	8.5

- 3.9 The Department for Education has provided shadow Attainment 8 data for 2016. This shadow data takes pupils' actual grades in 2016 and converts them to the new 1 to 9 point scale. This allows some comparability between this year's results and last year's.

4. Overview of Performance

- 4.1 Provisional results for 2017 are set out in the tables overleaf. A summary overview of performance at each stage is given below:
- 4.2. **EYFSP** - Provisional results for 2017 are again in line with national as they were in 2016. The percentage of children achieving a good level of development has increased from 69.6% in 2016 to a provisional result of 70.0% in 2017.
- 4.3 **Phonics Yr 1** - Provisional results for 2017 have fallen below the proxy national having been above national in 2016.
- 4.4 **Key Stage 1** - Provisional results for 2017 have improved but are below national for all headline measures as they were in 2016. The gap to national in Writing has closed by 1 percentage point.
- 4.5 **Key Stage 2 Attainment** - Provisional outcomes have improved from 2016 in all subjects but are still considerably below national. The gap to national in Maths has closed by 2 percentage points but the gap in pupils achieving at least the expected standard in Writing has widened by 1 percentage point.
- 4.6 **Key Stage 2 Progress** - Provisional KS2 Progress scores have improved in Reading (from -1.5 to -1.4) and Maths (from -1.7 to -1.5) and dropped in Writing (from -1.3 to -1.7). Provisional KS2 Progress scores in all 3 subjects are still significantly below the national average (zero).
- 4.7 **Key Stage 4 Attainment** - Attainment in GCSEs has remained consistent with performance in 2016, based on provisional data supplied by secondary schools. The percentage of pupils achieving a 'standard pass' of grade 4 or above in English & Maths is provisionally 58.5% for 2017, compared to 58.3% of pupils achieving grades A*-C in 2016. There has been an improvement in English from 68.5% in 2016 to 70.5% in 2017, and a drop in maths from 65.9% in 2016 to 64.0% in 2017. The average Attainment 8 score for Portsmouth pupils is in line with 2016 shadow Attainment 8 performance (calculated using the 2017 points scale). As in previous years, there has been considerable variation in performance across Portsmouth's ten secondary schools.

- 4.8 **Key Stage 4 Progress** - Progress 8 scores are not yet available, expected release is October 2017.

5. Headline Results by Key Stage

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

	2017 Portsmouth provisional (%)	2017 Proxy National* (%)	2017 Gap - Portsmouth Prov. to Proxy National 2017	2016 Gap - Portsmouth to National
EYFSP - Good Level of Development	71.0 (69.6 2016)	70.7 (69.3 2016)	0.3	0.3
Phonics Yr 1	77.4 (81.4 2016)	81.2 (81 2016)	-3.8	0.4
KS1 Reading	74.2 (72.6 2016)	75.5 (74 2016)	-1.3	-1.4
KS1 Writing	66.3 (62.6 2016)	68.2 (65.5 2016)	-1.9	-2.9
KS1 Maths	73.3 (70.7 2016)	75.1 (72.6 2016)	-1.8	-1.9
KS1 Combined	61.9 (58.5 2016)	63.7 (60.3 2016)	-1.8	-1.8

* Proxy national is from NCER.

5.2 Key Stage 2: Attainment

	2017 Portsmouth Provisional (%)	2017 National Provisional (%)	2017 Gap - Portsmouth to National (Provisional)	2016 Gap - Portsmouth to National
KS2 Reading, Writing & Maths Combined - % meeting expected standard	56 (48 2016)	61 (53 2016)	-5	-5
KS2 Reading - % meeting expected standard	66.5 (62 2016)	71 (66 2016)	-4.5	-4
KS2 Writing - % meeting expected standard	73.6 (73 2016)	76 (74 2016)	-2.4	-1
KS2 Maths - % meeting expected standard	71 (64 2016)	75 (70 2016)	-4	-6

5.3 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.

	Portsmouth 2017 Provisional	National Average	Difference to national
KS2 Reading Average Progress score	-1.4 (-1.5 2016)	0	Significantly below the national average
KS2 Writing Average Progress score	-1.7 (-1.3 2016)	0	Significantly below the national average
KS2 Maths Average Progress score	-1.5 (-1.7 2016)	0	Significantly below the national average

5.4 Key Stage 4: Attainment

	Portsmouth 2017 provisional	Portsmouth 2016	National 2016
Attainment 8* score	40.3	46.3 (40.4 shadow A8 score**)	49.9
Pupils achieving a standard pass in English & maths (grades 9-4) (Pupils achieving A*-C in 2016) (%)	58.5	58.3	63.0
Pupils achieving a standard pass in English (grades 9-4) (Pupils achieving A*-C in 2016) (%)	70.5	68.5	75
Pupils achieving a standard pass in maths (grades 9-4) (Pupils achieving A*-C in 2016) (%)	64.0	65.9	69
English Baccalaureate - % pupils entered	43	38	40
English Baccalaureate - % pupils achieving a standard pass (A*-C in 2016)	21	19	25

* Attainment 8 results are impacted by the change in points allocated to GCSE grades from 2017 (see section 2.8).

** Shadow Attainment 8 data for 2016 provided by the DfE takes pupils' actual grades in 2016 and converts them to the new 1 to 9 point scale (rather than the 1 to 8 point scale that was used in 2016). This allows some comparability between this year and last.

National provisional results for 2017 are not yet available for Key Stage 4 (expected October 2017).

Annex 1 Key Stage 4: Attainment by school (2017 Provisional)

The table below shows 2016 and 2017 results by school.

Results for 2017 are provisional results supplied by schools for internal use only. Some data for 2017 is still to be provided by special schools.

All pupils		Number on Roll	Number on Roll	Attainment 8	Attainment 8	Pupils entered for Ebacc	Pupils entered for Ebacc	Pupils achieving Ebacc (A*-C)	Ebacc: pupils achieving grade 4 and above	GCSE English: A*-C	GCSE English: pupils achieving grade 4 and above	GCSE maths: A*-C	GCSE maths: pupils achieving grade 4 and above	English & maths A*-C	GCSE English & maths: pupils achieving grade 4 and above
DfE	School Name	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
4320	Admiral Lord Nelson School	196	199	47.7	44.3	76	64	27	20	75	81	75	69	68	65
6905	Charter Academy	100	110	48.4	43.0	51	61	27	22	80	86	71	72	69	68
4302	King Richard School	144	125	42.3	33.3	8	34	3	2	60	50	58	48	51	37
4303	Mayfield School	186	176	45.7	41.6	25	15	10	7	71	66	61	59	54	54
4003	Miltoncross School	182	164	45.1	42.2	51	68	17	33	60	68	58	64	48	59
4002	Portsmouth Academy	145	118	53.2	48.9	17	19	11	15	90	75	68	69	66	66
4004	Priory School	239	212	48.5	40.1	43	36	18	16	68	72	72	64	61	57
4301	Springfield School	219	226	51.8	50.1	48	70	41	47	79	80	73	78	69	73
5413	St Edmund's RC School	136	132	54.4	53.0	39	39	29	32	85	89	85	80	78	76
4005	Trafalgar School	116	100	41.8	37.5	18	15	3	7	41	59	59	55	39	44
471	Mary Rose Special School	11	9	NE	0.0	-	0	-	0	-	0	-	0	-	0
7046	Redwood Park	24	26	2.3	0.0	0	0	0	0	0	0	0	0	0	0
7472	The Harbour	29	30	6.1	0.0	0	0	0	0	0	3	7	7	0	3
Portsmouth mainstream schools		1662	1562	48.1	41.9	39.4	44.8	19.6	21.8	71.2	73.4	68.4	66.6	60.6	60.8
851	Portsmouth all schools	1729	1627	46.3	40.3	37.9	43.0	18.9	20.9	68.5	70.5	65.9	64.0	58.3	58.5

Annex 2 Key Stage 2: Attainment by school (2017 Provisional)

All Pupils	Number of pupils		Percentage of pupils meeting expected standard							
			Reading, Writing & Maths		Reading		Writing TA		Maths	
School Name	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
ARK Ayrton Primary Academy	37	37	40.5%	56.8%	48.6%	56.8%	75.7%	70.3%	62.2%	73.0%
ARK Dickens Primary Academy	48	56	29.2%	48.2%	35.4%	53.6%	60.4%	64.3%	43.8%	67.9%
Arundel Court Schools	73	73	45.2%	38.4%	61.6%	47.9%	63.0%	56.2%	72.6%	69.9%
Beacon View Primary Academy	35	39	42.9%	41.0%	57.1%	48.7%	65.7%	69.2%	51.4%	89.7%
Cliffdale Primary School	17	17	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Copnor Primary School	100	105	49.0%	63.8%	63.0%	75.2%	78.0%	76.2%	63.0%	77.1%
Corpus Christi Catholic Primary School	45	43	44.4%	74.4%	62.2%	83.7%	71.1%	76.7%	73.3%	90.7%
Cottage Grove Primary School	43	49	37.2%	34.7%	53.5%	40.8%	65.1%	42.9%	62.8%	53.1%
Court Lane Junior School	120	121	56.7%	62.8%	70.8%	76.0%	83.3%	88.4%	67.5%	69.4%
Craneswater Junior School	84	89	60.7%	74.2%	70.2%	83.1%	72.6%	86.7%	71.4%	83.1%
Fernhurst Junior School	82	88	50.0%	55.7%	61.0%	69.3%	75.6%	81.8%	65.9%	70.5%
Flying Bull Primary School	52	57	38.5%	50.9%	53.8%	63.2%	57.7%	64.9%	82.7%	66.7%
Gatcombe Park Primary School	29	28	79.3%	57.1%	89.7%	82.1%	82.8%	75.0%	79.3%	71.4%
Highbury Primary School	42	23	38.1%	65.2%	52.4%	69.6%	71.4%	73.9%	47.6%	82.6%
Isambard Brunel Junior School	54	58	38.9%	41.4%	46.3%	51.7%	88.9%	67.2%	57.4%	51.7%
Lanstone Junior School	75	66	46.7%	63.6%	58.7%	71.2%	77.3%	77.3%	62.7%	80.3%
Lyshurst Junior School	124	122	46.0%	55.7%	61.3%	68.3%	79.8%	74.6%	61.3%	66.7%
May Rose School	10	11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Medina Primary School	30	26	53.3%	65.4%	56.7%	73.1%	66.7%	70.4%	56.7%	88.9%
Meon Junior School	81	86	48.1%	62.8%	64.2%	72.1%	84.0%	79.1%	59.3%	74.4%
Milton Park Primary School	40	60	27.5%	46.7%	45.0%	58.3%	55.0%	68.3%	42.5%	60.0%
Newbridge Junior School	108	92	61.1%	64.1%	75.9%	71.7%	77.8%	79.3%	80.6%	81.5%
Northern Parade Junior School	91	89	52.7%	47.2%	65.9%	57.3%	74.7%	73.3%	72.5%	64.4%
Portsdown Primary School	41	48	26.8%	47.9%	53.7%	66.7%	65.9%	72.9%	46.3%	58.3%
Solent Junior School	91	89	74.7%	59.6%	89.0%	75.3%	76.9%	76.4%	86.8%	77.5%
St George's Beneficial Church of England Primary School	22	29	54.5%	55.2%	54.5%	62.1%	63.6%	72.4%	72.7%	86.2%
St John's Cathedral Catholic Primary School	30	30	76.7%	66.7%	80.0%	70.0%	83.3%	86.7%	96.7%	80.0%
St Jude's CofE Primary School	52	56	46.2%	58.9%	61.5%	67.9%	71.2%	76.8%	63.5%	73.2%
St Paul's Catholic Primary School	51	56	51.0%	46.4%	66.7%	53.6%	66.7%	71.4%	62.7%	71.4%
St Swithun's Catholic Primary School	42	44	76.2%	68.2%	88.1%	84.1%	85.7%	88.6%	83.3%	77.3%
Stamshaw Junior School	66	61	42.4%	52.5%	60.6%	57.4%	78.8%	78.7%	60.6%	67.2%
The Harbour School	10	5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	20.0%
The Victory Primary School	64	62	23.4%	72.6%	46.9%	81.0%	78.1%	73.1%	31.3%	80.6%
Westover Primary School	44	36	43.2%	75.0%	54.5%	88.9%	72.7%	78.4%	68.2%	86.1%
Wimborne Junior School	74	89	45.9%	53.9%	81.1%	74.2%	67.6%	75.3%	63.5%	59.6%
LA	2007	2040	48.1%	56.2%	62.5%	66.7%	72.9%	73.6%	64.2%	71.1%
National Data			53%	61%	66%	71%	74%	76%	70%	75%

Annex 3 Key Stage 2: Progress by school (2017 Provisional)

School Name	Reading progress score	Reading significantly different from national	Writing progress score	Writing significantly different from national	Maths progress score	Maths significantly different from national
ARK Ayrton Primary Academy	-1.0	Not significantly different from national	-1.2	Not significantly different from national	+1.1	Not significantly different from national
ARK Dickens Primary Academy	-2.8	Significantly below national	-2.3	Significantly below national	-2.7	Significantly below national
Arundel Court Primary School	-3.3	Significantly below national	-4.0	Significantly below national	-1.1	Not significantly different from national
Beacon View Primary Academy School	-4.1	Significantly below national	-1.6	Not significantly different from national	+1.4	Not significantly different from national
Cliffdale Primary School	-7.9	Significantly below national	-7.3	Significantly below national	-8.4	Significantly below national
Copnor Primary School	-3.0	Significantly below national	-2.7	Significantly below national	-3.1	Significantly below national
Corpus Christi RC (A) Primary School	+0.0	Not significantly different from national	-0.7	Not significantly different from national	+1.4	Not significantly different from national
Cottage Grove Primary School & Nursery	-3.4	Significantly below national	-3.9	Significantly below national	-2.2	Significantly below national
Court Lane Junior School	-3.1	Significantly below national	-2.1	Significantly below national	-4.3	Significantly below national
Craneswater Junior School	+1.2	Not significantly different from national	-0.1	Not significantly different from national	-0.2	Not significantly different from national
Fernhurst Junior School	-1.4	Significantly below national	-1.4	Significantly below national	-1.5	Significantly below national
Gatcombe Park Primary School	-0.9	Not significantly different from national	-1.9	Not significantly different from national	-2.1	Not significantly different from national
Highbury Primary School	+0.7	Not significantly different from national	+0.7	Not significantly different from national	+2.2	Not significantly different from national
Isambard Brunel Junior School	-3.9	Significantly below national	-3.2	Significantly below national	-4.5	Significantly below national
Langstone Junior School	-1.8	Significantly below national	-1.1	Not significantly different from national	-0.8	Not significantly different from national
Lyndhurst Junior	-3.5	Significantly below national	-2.1	Significantly below national	-3.7	Significantly below national
Maple Rose Special School	-1.8	Not significantly different from national	-2.4	Not significantly different from national	-2.6	Not significantly different from national
Meon Primary School	+0.3	Not significantly different from national	-3.0	Significantly below national	+1.7	Not significantly different from national
Meon Junior School	-1.3	Not significantly different from national	-3.4	Significantly below national	-3.4	Significantly below national
Milton Park Primary School	-0.6	Not significantly different from national	-0.8	Not significantly different from national	-1.7	Significantly below national
Newbridge Junior School	+0.9	Not significantly different from national	-0.6	Not significantly different from national	+1.0	Not significantly different from national
Northern Parade Junior School	-3.7	Significantly below national	-2.8	Significantly below national	-2.6	Significantly below national
Portsdown Primary School	-2.2	Significantly below national	-2.3	Significantly below national	-3.3	Significantly below national
Solent Junior School	-2.4	Significantly below national	-3.5	Significantly below national	-2.2	Significantly below national
St George's Beneficial CE (C) Primary School	-0.3	Not significantly different from national	-3.0	Significantly below national	+1.9	Not significantly different from national
St John's Cathedral Catholic Primary School	+0.6	Not significantly different from national	+0.0	Not significantly different from national	+0.7	Not significantly different from national
St Jude's CE (C) Primary School	+0.1	Not significantly different from national	-0.5	Not significantly different from national	-1.9	Significantly below national
St Paul's RC Primary	-0.7	Not significantly different from national	-1.0	Not significantly different from national	+0.2	Not significantly different from national
St Swithun's RC (A) Primary School	+3.0	Significantly above national	+1.4	Not significantly different from national	+0.6	Not significantly different from national
Stamshaw Junior School	-5.4	Significantly below national	-1.4	Not significantly different from national	-3.1	Significantly below national
The Flying Bull Academy	+0.3	Not significantly different from national	-1.2	Not significantly different from national	+0.3	Not significantly different from national
The Harbour Special School	-21.8	Significantly below national	-21.6	Significantly below national	-15.4	Significantly below national
The Victory Primary School	+4.3	Significantly above national	+1.8	Significantly above national	+3.7	Significantly above national
Westover Primary School	+3.5	Significantly above national	+1.2	Not significantly different from national	+2.2	Significantly above national
Wimborne Junior School	-0.6	Not significantly different from national	-1.7	Significantly below national	-3.2	Significantly below national
Portsmouth LA	-1.5	Significantly below national	-1.8	Significantly below national	-1.5	Significantly below national
Portsmouth mainstream schools only	-1.4	Significantly below national	-1.7	Significantly below national	-1.5	Significantly below national

Annex 4 EYFSP, Phonics & Key Stage 1: Attainment by school (2017 Provisional)

All pupils	EYFSP		Phonics Year 1		KS1: RWM combined			KS1: Reading			KS1: Writing			KS1: Maths		
School Name	No. of pupils	% GLD	No. of Pupils	% at Expected Level	Eligible Pupils	EXS + %	GDS %	Eligible Pupils	EXS + %	GDS %	Eligible Pupils	EXS + %	GDS %	Eligible Pupils	EXS + %	GDS %
ARK Ayrton Primary Academy	59	79.7	59	86.4	60	58.3	8.3	60	73.3	23.3	60	61.7	13.3	60	76.7	18.3
ARK Dickens Primary Academy	52	69.2	54	85.2	56	64.3	10.7	56	78.6	30.4	56	64.3	10.7	56	82.1	32.1
Arundel Court Primary Academy	74	75.7	74	74.3	74	62.2	6.8	74	68.9	10.8	74	63.5	6.8	74	68.9	9.5
Beacon View Primary Academy	55	70.9	46	67.4	42	73.8	0.0	42	78.6	0.0	42	78.6	16.7	42	76.2	0.0
Bramble Infant School	59	67.8	56	75.0	60	51.7	10.0	60	66.7	16.7	60	53.3	13.3	60	63.3	11.7
Cliffdale Primary School	9	0.0	18	0.0	16	0.0	0.0	16	0.0	0.0	16	0.0	0.0	16	0.0	0.0
College Park Infant School	120	78.3	118	89.8	119	81.5	16.8	119	85.7	42.9	119	84.9	25.2	119	91.6	25.2
Copnor Primary School	90	71.1	87	83.9	91	64.8	11.0	91	81.3	26.4	91	71.4	13.2	91	78.0	20.9
Corpus Christi Primary School	45	71.1	46	93.5	44	63.6	6.8	44	84.1	20.5	44	68.2	6.8	44	81.8	22.7
Cottage Grove Primary School	60	51.7	58	81.0	61	36.1	6.6	61	52.5	6.6	61	39.3	6.6	61	55.7	8.2
Court Lane Infant School	120	73.3	119	77.3	120	70.0	17.5	120	82.5	51.7	120	73.3	25.0	120	81.7	25.8
Cumberland Infant School	58	79.3	59	83.1	59	61.0	10.2	59	79.7	35.6	59	67.8	16.9	59	83.1	28.8
Devonshire Infant School	59	64.4	60	71.7	60	53.3	10.0	60	70.0	20.0	60	61.7	13.3	60	65.0	20.0
Gatcombe Park Primary School	29	75.9	30	80.0	29	55.2	6.9	29	62.1	20.7	29	62.1	13.8	29	62.1	6.9
Highbury Primary School	60	73.3	59	66.1	60	75.0	6.7	60	88.3	26.7	60	75.0	8.3	60	88.3	21.7
Langstone Infant School	90	83.3	80	72.5	90	63.3	15.6	90	80.0	44.4	90	70.0	15.6	90	72.2	25.6
Manor Infant School	82	72.0	79	77.2	74	66.2	8.1	74	78.4	31.1	74	68.9	9.5	74	78.4	23.0
Maple Rose School	4	0.0	4	0.0	16	0.0	0.0	16	0.0	0.0	16	0.0	0.0	16	0.0	0.0
Marblefield School	60	81.7	60	85.0	60	60.0	0.0	60	78.3	0.0	60	73.3	5.0	60	73.3	8.3
Medina Primary School	29	65.5	30	80.0	30	66.7	6.7	30	73.3	20.0	30	66.7	13.3	30	73.3	10.0
Meon Infant School	59	71.2	59	83.1	58	63.8	3.4	58	77.6	19.0	58	69.0	8.6	58	79.3	17.2
Meon Valley Infant School	86	65.1	87	73.6	89	60.7	6.7	89	76.4	27.0	89	61.8	11.2	89	73.0	18.0
Milton Park Primary	60	60.0	58	86.2	60	26.7	0.0	60	45.0	0.0	60	40.0	3.3	60	31.7	1.7
Moorings Way Infant School	40	72.5	30	76.7	42	61.9	4.8	42	76.2	33.3	42	69.0	9.5	42	71.4	28.6
Northern Parade Infant School	117	65.8	121	60.3	90	68.9	2.2	90	75.6	13.3	90	72.2	2.2	90	82.2	6.7
Penhale Infant School	81	75.3	76	78.9	78	62.8	9.0	78	76.9	24.4	78	65.4	11.5	78	75.6	16.7
Portsdown Primary School	60	50.0	56	76.8	52	63.5	3.8	52	71.2	19.2	52	65.4	5.8	52	75.0	15.4
Solent Infant School	88	80.7	90	80.0	90	63.3	10.0	90	77.8	32.2	90	65.6	14.4	90	73.3	22.2
Southsea Infant School	60	75.0	62	87.1	62	77.4	14.5	62	83.9	30.6	62	80.6	19.4	62	90.3	19.4
St George's Primary School	45	66.7	44	56.8	40	35.0	0.0	40	52.5	2.5	40	37.5	0.0	40	50.0	5.0
St John's Cathedral Primary School	30	76.7	30	90.0	30	70.0	3.3	30	80.0	26.7	30	73.3	10.0	30	73.3	3.3
St Jude's Primary School	57	77.2	59	94.9	59	69.5	11.9	59	81.4	18.6	59	78.0	15.3	59	76.3	16.9
St Paul's Primary	55	72.7	52	69.2	58	67.2	13.8	58	81.0	25.9	58	74.1	15.5	58	75.9	20.7
St Swithun's Primary School	45	82.2	45	88.9	45	60.0	11.1	45	73.3	22.2	45	66.7	20.0	45	73.3	15.6
Stamshaw Infant School	85	65.9	81	82.7	90	62.2	5.6	90	71.1	24.4	90	66.7	8.9	90	74.4	16.7
The Flying Bull Academy	60	70.0	58	60.3	60	58.3	18.3	60	63.3	23.3	60	61.7	21.7	60	70.0	21.7
The Victory Primary School	53	73.6	60	73.3	65	58.5	7.7	65	67.7	20.0	65	61.5	9.2	65	70.8	27.7
Westover Primary School	57	66.7	56	78.6	60	60.0	6.7	60	70.0	25.0	60	70.0	8.3	60	68.3	11.7
Willows	8	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wimborne Infant School	69	71.0	67	76.1	69	68.1	1.4	69	84.1	34.8	69	72.5	2.9	69	72.5	5.8
Portsmouth LA	2429	71.0	2387	77.4	2418	61.9	8.5	2418	74.2	24.6	2418	66.3	12.1	2418	73.3	17.2

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Overview of the provisional results 2017

Children's Trust Board
19th September 2017

Changing Context

2016

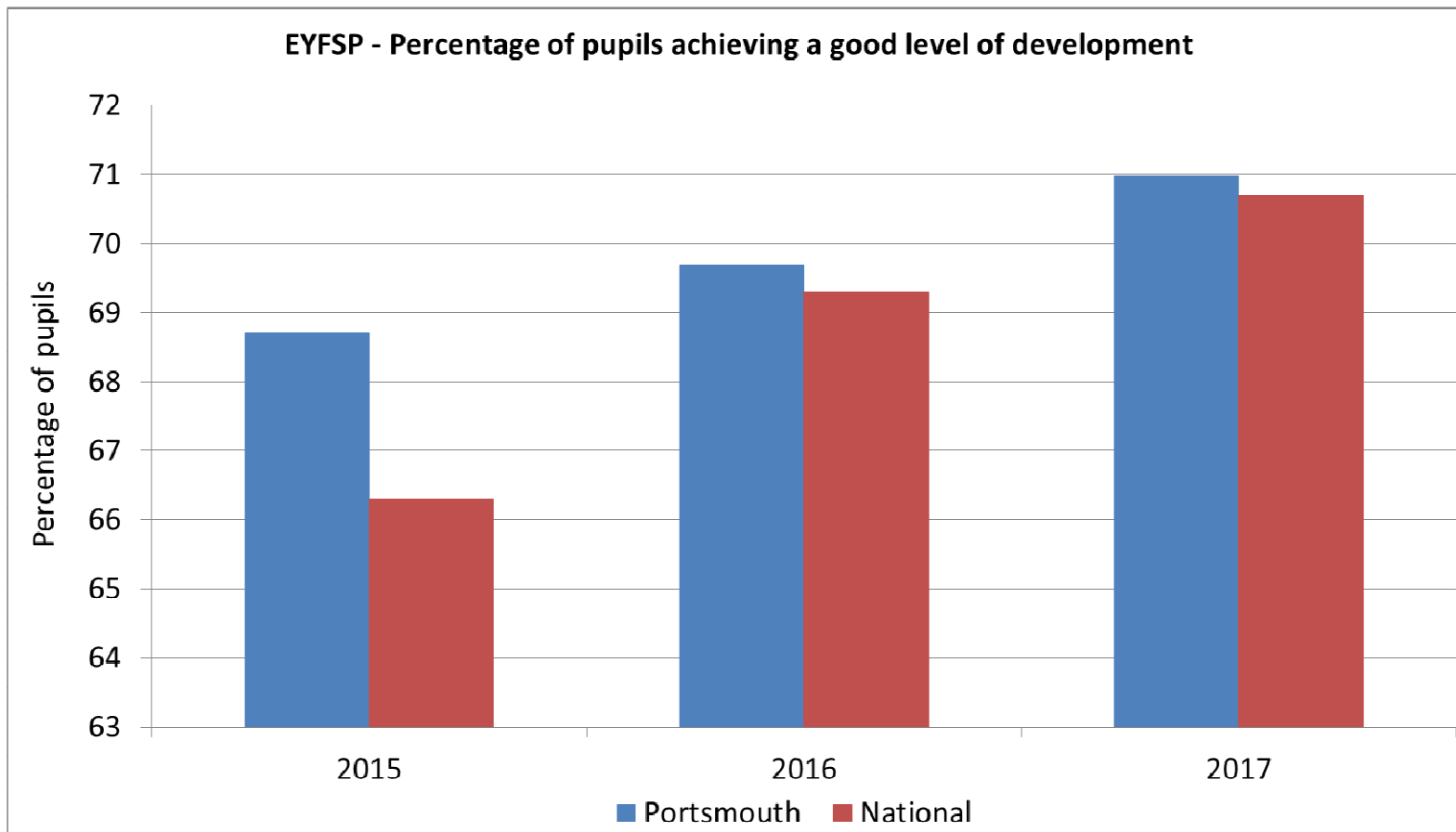
- New primary assessment framework introduced – scaled scores and expected standards at KS1 and KS2
- Key Stage 4 new accountability framework and headline measures (Progress 8, Attainment 8)

2017

- 9 to 1 grading scale introduced for GCSEs (English & Maths)
- ‘Strong’ and ‘Standard’ passes (Grades 5+ and 4+)

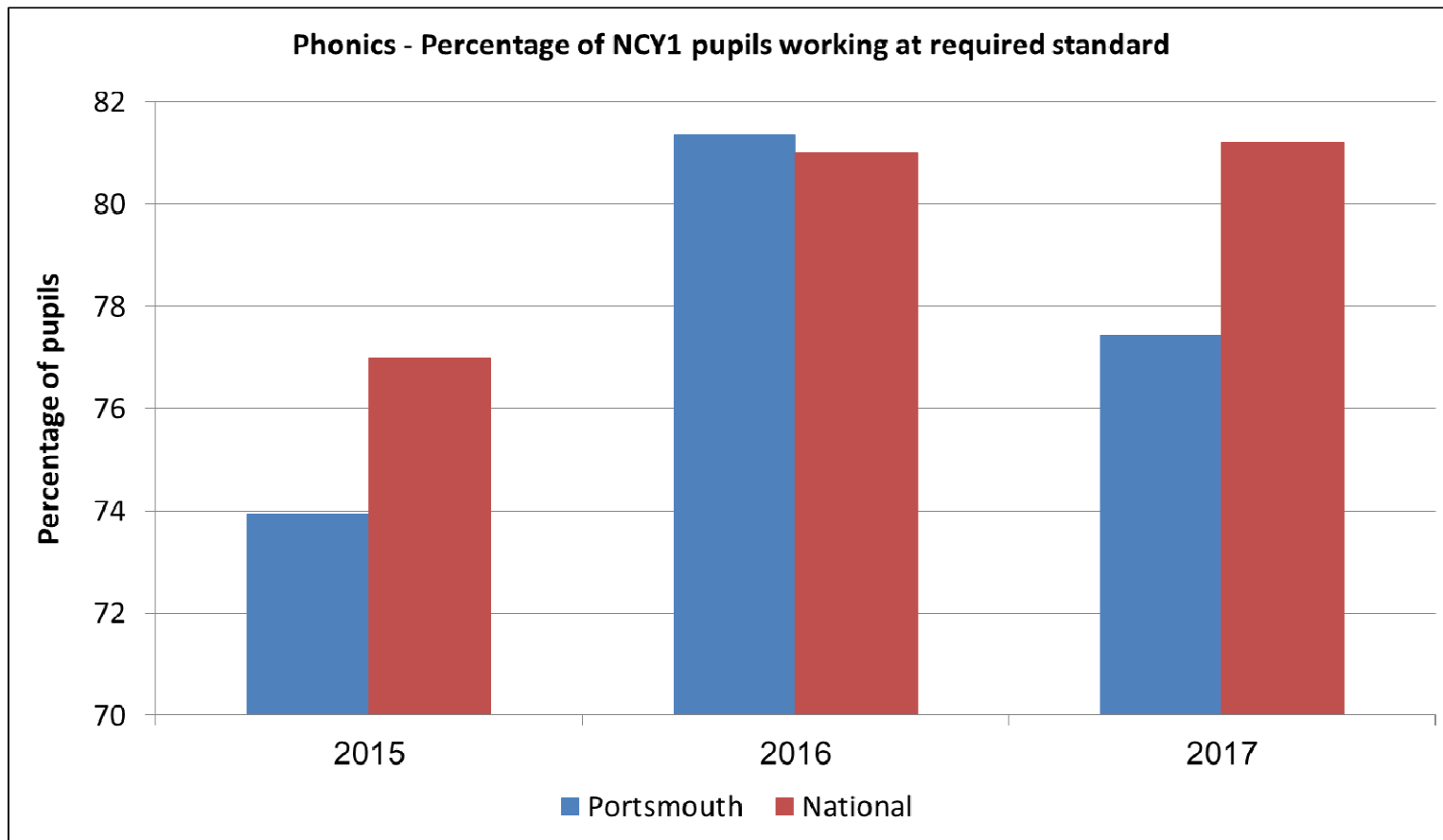
Provisional EYFSP Results

- The percentage of children achieving a good level of development (GLD) has increased from 69.6% in 2016 to 71.0% in 2017 – in line with national



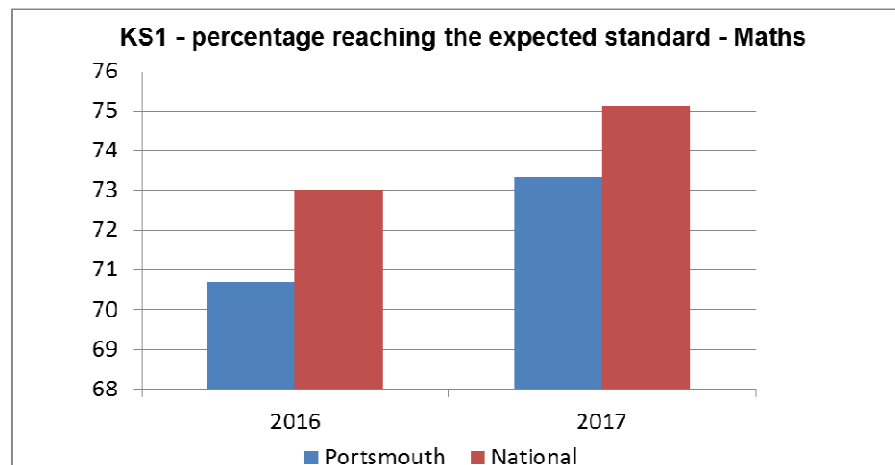
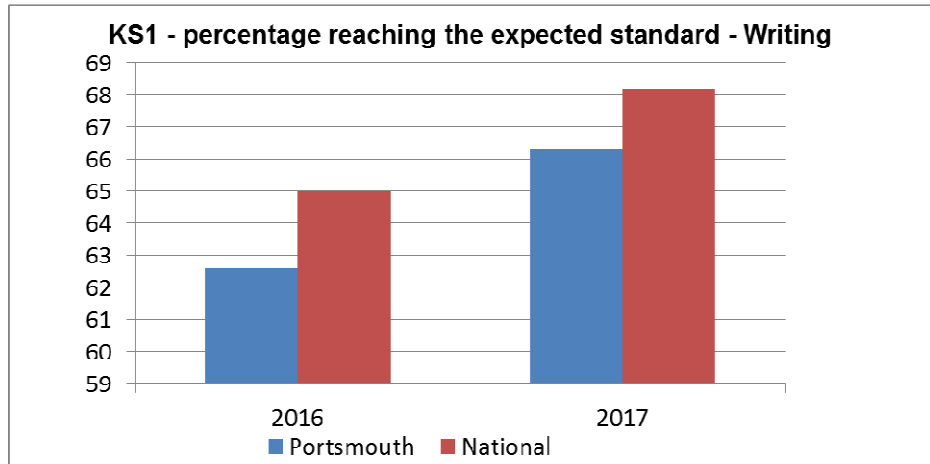
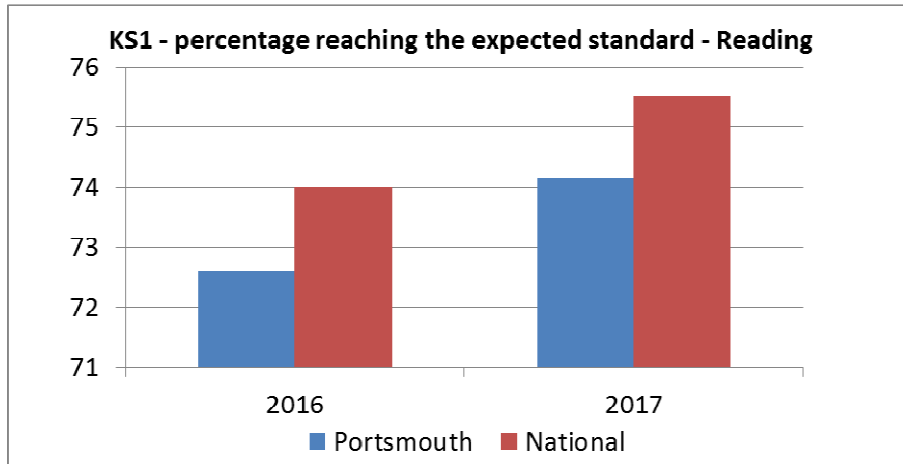
Provisional Phonics Yr 1 Results

- Fell from 81% in 2016 to 77% in 2017 and is now below the proxy national having been slightly above national in 2016.



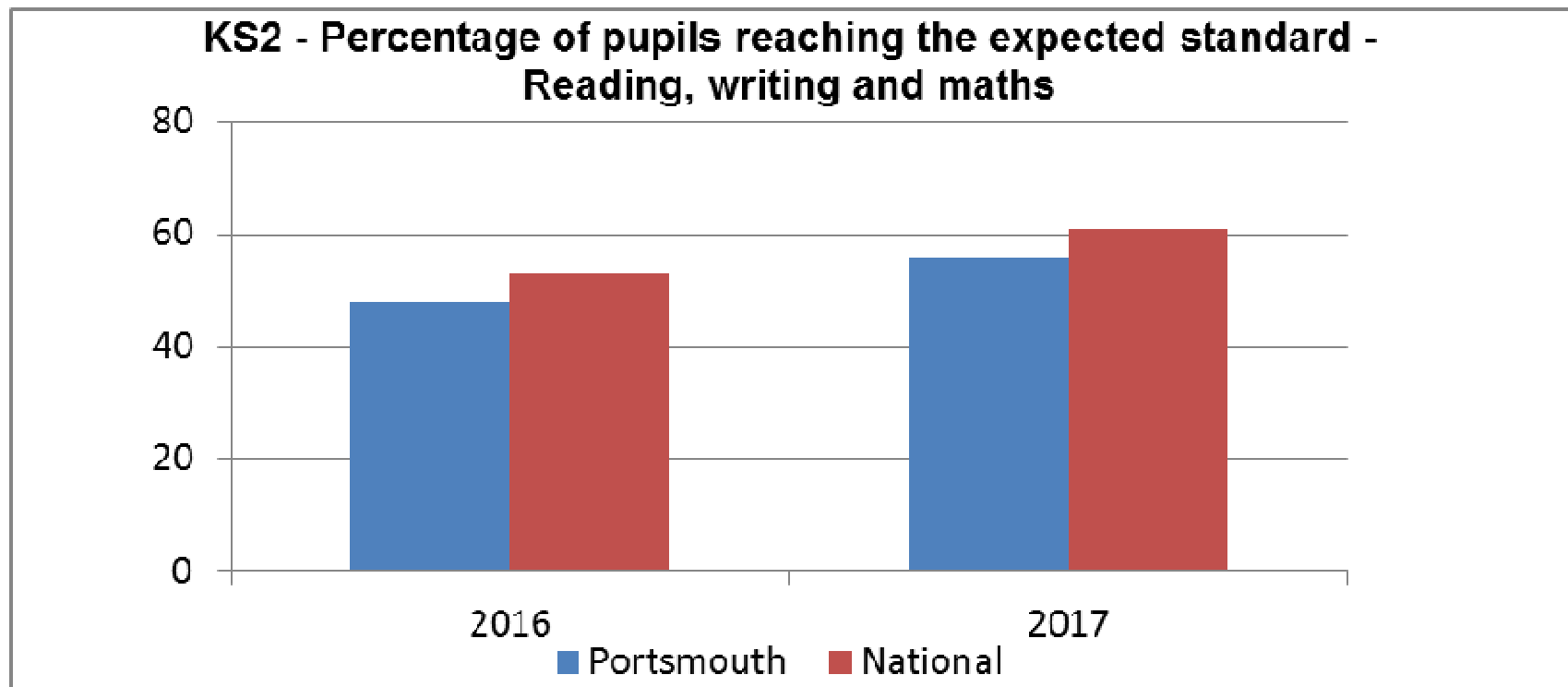
Provisional KS1 Results

- Improvements made across all three headline measures but these mirrored the national gains so we remain below national for all measures
- No change to the gap to national for R & M but W has closed by 1% point.



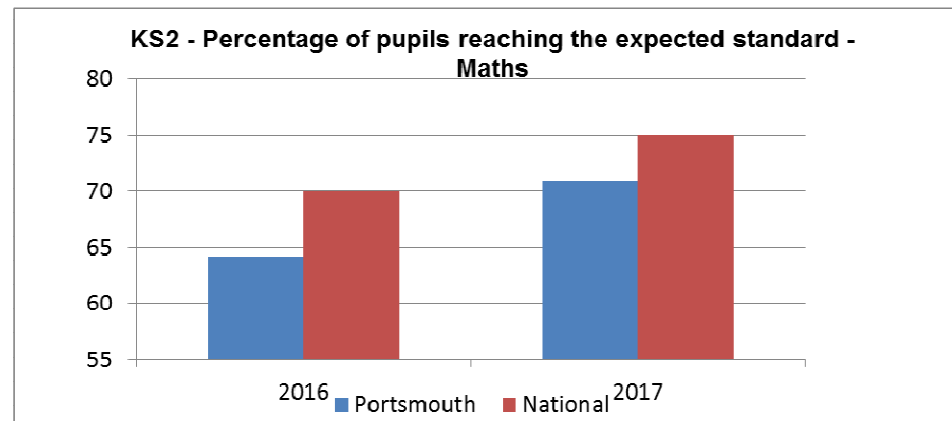
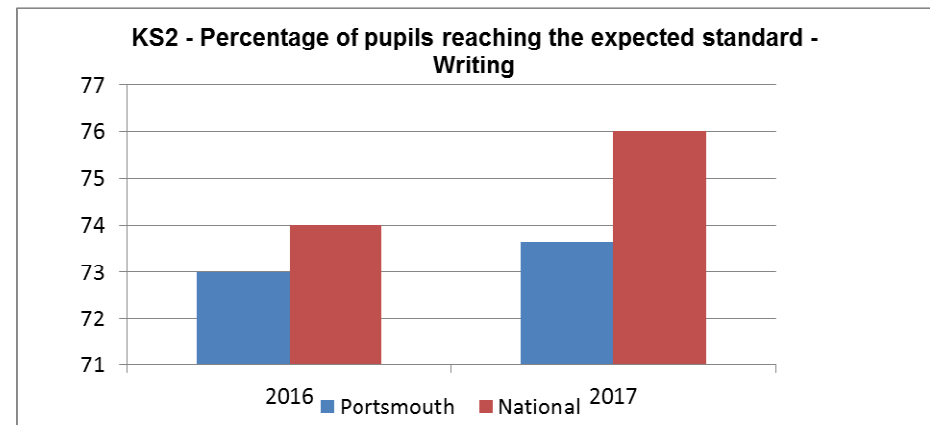
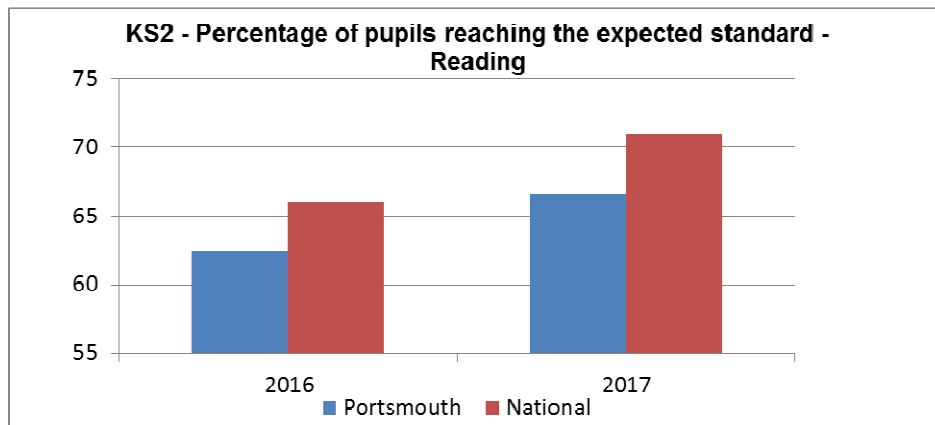
Provisional KS2 Results: Attainment

- 6% point increase for combined RWM at expected standard increasing from 48% to 56% - but gap below national remains almost the same (closed by 0.6 % points.)



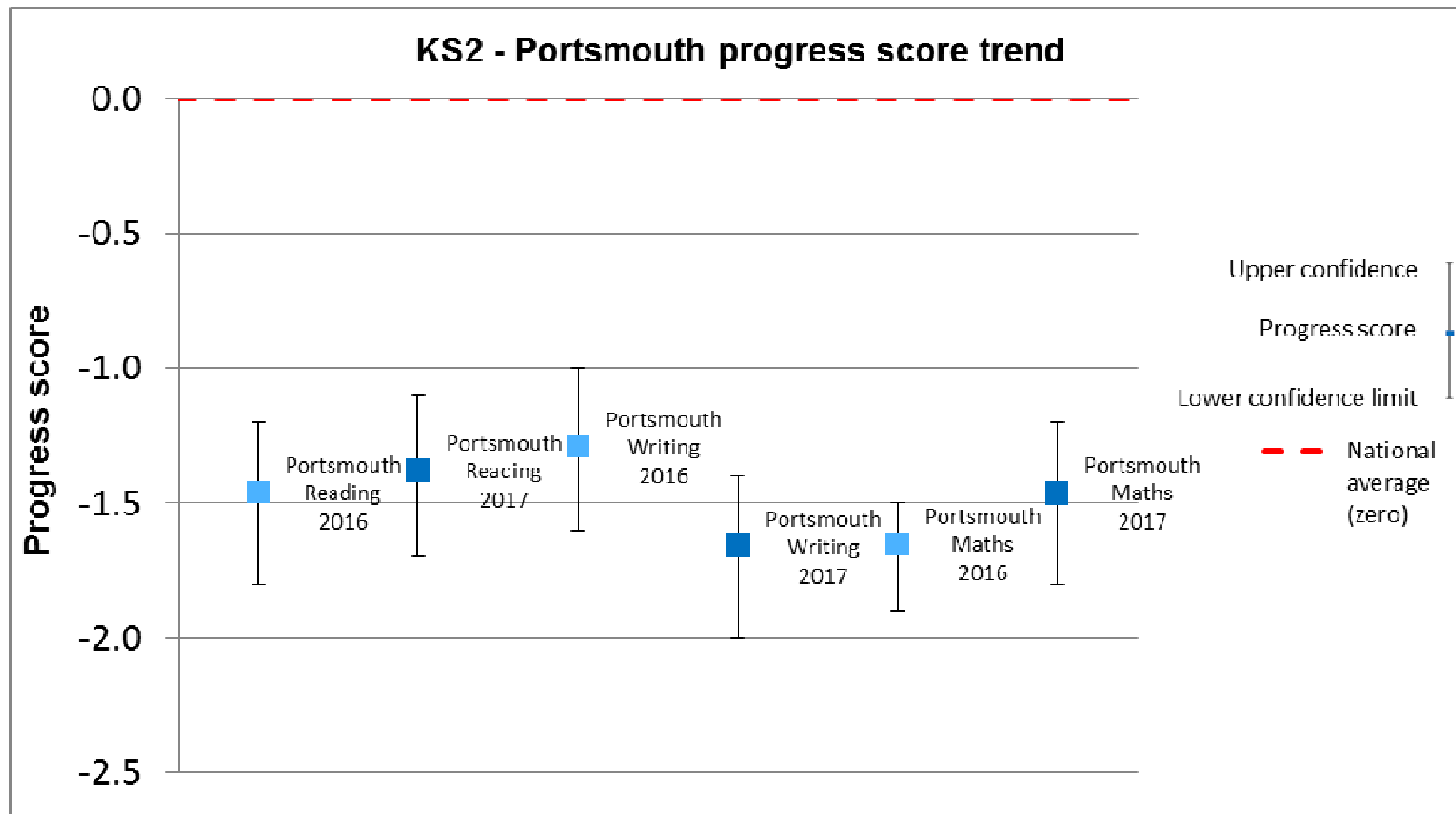
Provisional KS2 Results: Attainment

- 7% point increase for maths at expected standard increasing from 64% to 71%, gap to national closing by 2.2% points
- Despite gains in Reading and Writing the gaps to national have remained the same



Provisional KS2 Results: Progress

- Provisional KS2 Progress scores have improved in Reading and Maths and dropped in Writing
- Provisional KS2 Progress scores across all three measures remains significantly below national



Provisional Key Stage 4 Results

- Attainment in Eng & maths GCSEs has remained consistent with performance in 2016, based on provisional data supplied by secondary schools.
- The % of pupils achieving a 'standard pass' of grade 4 or above in English & maths is in line with the proportion of pupils achieving grades A*-C in 2016.
- Improvement in English (68.5 to 70.5%), and a drop in maths (65.9 to 64.0%).
- The average Attainment 8 score is in line with 2016 shadow data.

	Portsmouth 2017 provisional	Portsmouth 2016	National 2016
Attainment 8 average score per pupil	40.3	46.3 (40.4 shadow)	49.9
Pupils achieving a standard pass (grade 4+) in English & maths (A*-C in 2016)	58.5%	58.3%	63%
Pupils achieving a standard pass (grade 4+) in English (A*-C in 2016)	70.5%	68.5%	75%
Pupils achieving a standard pass (grade 4+) in maths (A*-C in 2016)	64.0%	65.9%	69%
English Baccalaureate % entered	43%	38%	40%
English Baccalaureate % standard pass (A*-C in 2016)	21%	19%	25%

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Meeting: Education Advisory Board

Subject: School Improvement Priorities for 2017/18

Date: 3rd October 2017

Report from: Alison Jeffery, Director of Children, Families and Education

Report by: Mike Stoneman, Deputy Director of Children, Families and Education – Education Service

1. Purpose of report

- 1.1 This report provides an outline of the council's school improvement priorities for 2017/18 and an update on the targeted work undertaken by the Portsmouth Teaching School Alliance on behalf of the council to provide school improvement support to LA Maintained schools.

2. Recommendations

- 2.1 It is recommended that members of the Education Advisory Board endorse the priorities for school improvement support for 2017/18 and note the support that was provided in 2016/17.**

3. School Improvement Support

Background

- 3.1 The council has a statutory duty to improve standards and ensure that the schools that fall under the council's responsibility (referred to as LA Maintained Schools) maintain high standards. Whilst many of the city's schools have joined Multi Academy Trusts (MATs), over 50% of schools remain under the responsibility of the council.
- 3.2 Furthermore, despite the freedoms and flexibilities granted to schools under the Academies Act 2010, local authorities retain a legal responsibility for performance in the area as a whole (under the 1996 Education Act). In addition, there is an expectation for local authorities to act as strategic commissioners for all schools.
- 3.3 It is in this context that the Portsmouth Education Partnership (PEP) was established in November 2016; a schools-led Partnership bringing together Multi Academy Trusts, individual schools and academies, the Local Authority, Portsmouth Teaching School Alliance, colleges, early years settings and a range of key partners in order to collectively drive improved attainment and opportunity for all children and young people

across the city. As part of these new arrangements a School Improvement Board has been established which is chaired by a Headteacher. The Board oversees the main priorities for school improvement across the city and is developing a collaborative school improvement programme, sharing information about the support that is available (a school to school support directory has been developed) and co-ordinating applications for school improvement funding (e.g. Strategic School Improvement Fund).

- 3.3 Targeted school improvement support for LA Maintained schools has been outsourced by the council to the Portsmouth Teaching School Alliance which reports into the School Improvement Board.

PEP Performance Dashboard 2017

- 3.4 The School Improvement Board has also developed a Performance Dashboard which RAG rates a range of indicators across all key stages in schools. This in turn helps to inform and prioritise the schools that need the most support. The latest version of the Performance Dashboard is attached at Appendix 1 together with details of the criteria that are used to RAG rate the indicators. The latest version is based on provisional results and information that is currently available. Further updates to the Dashboard will be made during the course of the year.
- 3.5 All schools will be sent a copy of the Dashboard with the RAG rating that is specific to their school during the first half of the Autumn term. For LA Maintained Schools this will determine whether they are a Priority 1, 2 or 3 school (Priority 1 in schools in need of the greatest support) and will in turn inform the amount of support schools will receive from the Portsmouth Teaching School Alliance. All Priority 1 schools will be visited before half term and all Priority 2 schools will be visited by the end of the Autumn term.
- 3.4 Multi Academy Trusts and individual academies are also sent the Dashboard information. Whilst academies are not prioritised in the same way as LA Maintained schools, academies are asked to respond to areas of concern and also to share areas of strength. This is also informing the annual meetings the council and the Teaching School is having with Multi Academy Trusts in the first half of the Autumn term.
- 3.6 The table below sets out the current prioritisation of both LA Maintained Schools and Academies. It is important to note that for most of the secondary schools a priority number is not given as we are still waiting for progress data.

Table 1: Prioritisation of schools (LA Maintained and Academies)

LA maintained schools	
School name	Overall Priority
Copnor Primary School	1
Cottage Grove Primary School	1
Devonshire Infant School	1
Fernhurst Junior School	1
King Richard School	1
Milton Park Primary School	1
Northern Parade Junior School	1
Portsdown Primary School	1
St Jude's Primary School	1
Bramble Infant School	2
St George's Primary School	2
Wimborne Junior School	2
Corpus Christi Primary School	3
Craneswater Junior School	3
Cumberland Infant School	3
Langstone Infant School	3
Langstone Junior School	3
Manor Infant School	3
Mayfield School	3
Medina Primary School	3
Meon Infant School	3
Meredith Infant School	3
Northern Parade Infant School	3
Penhale Infant School	3
Southsea Infant School	3
St John's Cathedral Primary School	3
St Paul's Primary School	3
St Swithun's Primary School	3
Stamshaw Infant School	3
Wimborne Infant School	3
College Park Infant School	
St Edmunds RC School	

Academy schools	
School name	Overall Priority
ARK Ayrton Primary Academy	1
ARK Dickens Primary Academy	1
Court Lane Junior School	1
Isambard Brunel Junior School	1
Lyndhurst Junior School	1
Meon Junior School	1
Solent Junior School	1
Westover Primary School	1
Arundel Court Primary Academy	2
Beacon View Primary Academy	2
Stamshaw Junior School	2
The Flying Bull Academy	2
Court Lane Infant School	3
Gatcombe Park Primary School	3
Highbury Primary School	3
Moorings Way Infant School	3
Newbridge Junior School	3
Solent Infant School	3
The Victory Primary School	3
Admiral Lord Nelson School	
Charter Academy	
Miltoncross School	
Portsmouth Academy	
Priory School	
Springfield School	
Trafalgar School	

Notes:

- Secondary schools are based on Ofsted grade only. 2016/17 Progress 8 scores are not yet available, and national results have not been published.
- Priority ratings for primary schools do not include results by pupil characteristics (apart from KS2 by gender), because national results have not been published.

- KS2 coasting uses 2016/17 results compared to 2015/16 coasting definition.

Strategic School Improvement Fund

- 3.7 As stated above the School Improvement Board is also responsible for agreeing and co-ordinating applications for school improvement funding. The most significant opportunity that is currently available is through the national Strategic School Improvement Fund (SSIF). Three bids were submitted in July 2017 under Round 1 of the fund for
- Challenge the Gap – to improve outcomes for disadvantaged children across all key stages
 - SEN – to improve outcomes for pupils on SEN Support in mainstream schools across all key stages
 - Maths – to improve outcomes in maths in Key Stages 1 and 2
- 3.8 The Challenge the Gap was the only successful bid but it should be noted it was only one of six successful bids in the South East and was the only successful bid in the Solent and Hampshire sub region.
- 3.9 The Challenge the Gap programme is now underway involving 18 schools in 3 clusters (LA Maintained Schools and Academies). Details of the programme are given at [Appendix 2](#).

School improvement areas for development in 2017/18

- 3.10 In addition to the above the following areas will be prioritized for support:
- Continue to prioritise support for those pupils who have SEN/D in mainstream and will support special schools as necessary.
 - Continue to prioritise support to improve progress in core subjects at all Key Stages through subject training and networks as well as in school support from SLEs and other specialists.
 - Provide leadership training at all levels from early leadership (pre-middle leadership) to Executive Head leadership support. The Portsmouth TSA will also be running a Leadership conference on 1st November at the Marriott Hotel and have secured national speakers including Dame Alison Peacock, Andy Buck and Robert Hill.

School Improvement Support in 2016/17

- 3.11 In 2016/17 the Portsmouth Teaching School Alliance delivered a comprehensive range of school improvement support for LA Maintained Schools. A brief summary of this support is given at [Appendix 3](#).

Appendices:

Appendix 1: PEP Performance Dashboard 2017 (based on provisional results - to be tabled due to confidential data)

Appendix 2: Challenge the Gap Programme

Appendix 3: PEP School Improvement Update

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Challenge the Gap : Summary



1. What is Challenge the Gap?

Challenge the Gap is a **whole-school improvement programme**, run by Challenge Partners, that is breaking the link between poverty and poor outcomes. **Designed and delivered nationally by expert practitioners**, with a track record of improving outcomes for disadvantaged pupils, Challenge the Gap builds in-school expertise in collaboration for staff at all levels. A key element of the programme is working with other schools to share current research, best practice and joint practice development to have a lasting, transformational impact for all pupils.

A Team of **professionals across all levels** of your school (leaders, teachers and para-professionals) are trained to tackle educational disadvantage by developing a programme of **evidence-based strategies tailored to your school context**.

Initially targeting a small group of your most vulnerable pupils, your school's Team **develops an in-school programme of activities to trial**. As the year goes on, the Team **identifies what works** through a rigorous focus on data and then **scales up their effective strategies** to impact pupils across their entire school.

2. What will the programme look like?

- a. Training workshops:** There will be a series of six training workshops (**these will likely be held in September, November, January, March, June and July**).
- b. School activities:** In between workshops, your Challenge the Gap Team will develop their in-school programme together and in collaboration with colleagues from Teams in other local schools.
- c. School visit:** Your local Programme Lead will visit your Challenge the Gap Team in your school to offer challenge and support to help ensure the programme has maximum impact in your school.
- d. Cascade model:** Your Challenge the Gap Team will be trained to identify whether their strategies are working and should be scaled up and shared in your school.
- e. Support from the National Challenge the Gap Team:** The Challenge the Gap central team work with Clusters across the country to share what works in narrowing the gap for disadvantaged pupils. Your school will receive newsletters each term updating you on the latest research, best practice and emerging effective innovation from schools across the country.

3. The programme timeline



4. Your 'Challenge the Gap Team'

Your school will select a Team of exceptional staff to take part in the programme. They become experts in strategies for narrowing gaps with the skills necessary to implement these strategies across their school.

- **Primary schools choose: 1 leader, 1 teacher and 1 para-professional.**
- **Secondary schools choose: 1 leader, 3 teachers (inc. maths & English) and 2 para-professionals.**

5. The programme themes

The programme has three central themes that focus on developing pupils to acquire specific skills and competencies to accelerate their progress in the classroom:

- **The Academically Competent Learner**
- **The Self-Aware Learner**
- **The Resilient Learner**

6. Workshop content

1. The starting line; the bigger picture	<i>Programme Launch; building relationships (the school Team and the Trio); identifying common issues to tackle; establishing a baseline of pupil data.</i>
2. A deep dive into pupil data	<i>What does the research say? What are the programme themes and why are they important? What does your data tell us about your target pupils? Identifying what needs to be done at your school and planning for the year.</i>
3. Programme Theme 1: The Academically Competent Learner	<i>Building academic literacy, academic numeracy or critical thinking in the classroom (focus area chosen based on local needs).</i>
4. Programme Theme 2: The Self-Aware Learner	<i>Developing metacognition in the classroom; leading change for your target pupils.</i>
5. Programme Theme 3: The Resilient Learner	<i>Building resilience in and out of the classroom; leading change across your school.</i>
6. So What... And What Next?	<i>Evaluating progress and extending the reach of your impact in school.</i>

7. Practical tools and resources

Your Team will be provided with all the practical tools and resources they will need to run an effective Challenge the Gap programme in your school including planning tools, data tracking tools, case studies of effective practice and reading lists of relevant research.

8. Choose your pupils – the Target Cohort

Each school chooses a small group of 'invisible', underachieving, vulnerable pupils (around 15), who are not (ideally) in an exam year, and not receiving other interventions or support to target. Target Pupils are the starting point to develop a whole school approach to narrowing gaps and improving outcomes for disadvantaged pupils. Tracking data indicates which strategies are working and which are not and then schools can look at whether these strategies could be scaled across the school.

Appendix 3: PEP School Improvement Update

LA maintained schools

- In 2016-7 we designed a robust system of analysis to identify which schools were in need of support using the Performance dashboard. The dashboard did not include special schools.
- In September 2016, there were 36 LA maintained schools excluding special schools.
- In September 2017, there are 30 LA maintained schools excluding special schools.
- In 2016, we identified 18 LA schools which were in need of support (priority 1 or 2).
- In 2017 we have 12 schools which are priority 1 or 2.
- In 2016- 2017, we delivered a comprehensive range of support for maintained schools. Of the 18 schools which were a priority in 2016, we have had particular successes in improving attainment in Reading, Writing and Maths in 6 schools where we have put in a lot of support These were Manor Infants (KS1), St Jude's (KS1 and 2), Highbury (KS2), Langstone Junior (KS2), Portsdown (KS1 and 2), Meon Junior (KS2). All of these have improved results by a larger margin than the national improvement (some of these have become academies quite recently).
- There were 4 LA schools apart from those above with improved results at KS2 in combined RWM are Copnor, Craneswater, Medina, Wimborne Junior. Support has been put into all these schools but it has not been intensive.
- Primary progress data (KS1-2 only) indicates that Copnor, Cottage Grove, Fernhurst Junior, Northern Parade Junior and Portsdown all require a Priority 1 visit.
- Support is either continuing or already in place for these LA schools
 - Primary: Bramble, Devonshire, Mayfield, Milton Park, NPJ, St Jude's
 - Secondary: King Richard, Mayfield
- In Ofsted terms, we have no inadequate schools. At the beginning of 2016, we had 3 LA schools at grade 3. Manor Infants improved its inspection grade from 3 to 2, we estimate that St Jude's is now working at grade 2 and King Richard is still working at Grade 3. Milton Park was given a grade 3 in June 2017 (having been uncategorised due to a previous amalgamation of the infant and junior schools). We are working closely to support all our G3 schools.

Academies

- In Sept 2016, there were 20 academies not including special schools.
- In September 2017 there were 26 academies not including special schools.

- In 2016 there were 13 academies that were priority 1 or 2. In 2017 there are 12 academies that are priority 1 or 2.
- Academies who have improved attainment considerably in the combined measure of RWM at KS2 are Ark Ayrton, Ark Dickens, Victory, Westover
- Progress was strong at KS1-2 for Victory and Westover in all 3 subjects