

Portsmouth Local Education Authority

Draft Post-Ofsted Action & Monitoring Plan

September 2004



Portsmouth
CITY COUNCIL

Last updated: 5th September 2004

DRAFT
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INTRODUCTION

On the 7th September 2004 Ofsted published their inspection report on Portsmouth Local Education Authority.

The report indicated that 'Portsmouth has made good progress since the previous inspection and is now a good/effective Local Education Authority with a good capacity for further improvement'.

All 47 service areas were judged to be at least satisfactory with 5 areas judged to be very good, 21 areas judged to be good, 18 areas judged to be highly satisfactory and the remaining 3 judged to be satisfactory. There were no key recommendations made in the report.

This Post Ofsted Action Plan addresses the six areas for development contained within the report

Progress towards the recommendations and outcomes documented in this plan will be reported to each Education, Children and Families executive decision meeting.

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2. Summary of Current Status and Progress for all Recommendations

Status (Red, Amber, Green)

	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8	Meeting 9
Recommendation	02/09/04	Date	Date	Date	Date	Date	Date	Date	Date
1: School Places	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
2: School Leadership & Management	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
3: Gifted & Talented	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
4: Strategy for Special Educational Needs	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
5: Functions to Support School Improvement	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6: Behaviour	Green	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

Recommendation 1: School Places

Improve value for money by drawing up a clear medium term strategy to remove surplus primary school places.

Responsible Officer: Senior Assistant Director (Resources)

Context

Falling rolls and changes to the way in which school capacity is now calculated nationally have resulted in a recent increase in the number of surplus primary school places across the city.

Whilst the LEA has been consistently accurate in forecasting pupil numbers (within 1%) the high degree of turbulence that has resulted from plans to build 5000 new dwellings in the city by 2011 and the increasing demand for accommodation to support the extended schools agenda have impacted upon the decision not to undertake a review of school places so far. The Authority recognises that there is now a need to draw up and communicate a medium term strategy which will remove surplus primary school places

Main Outcomes

- 1.1 To develop a clear medium term strategy to remove surplus school primary places by December 2004
- 1.2 To consult on the strategy developed and reach approval by September 2005
- 1.3 To implement the plan and achieve agreed reduction in primary school capacity over the next 3-5 years by September 2009

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Recommendation 1: School Places

Improve value for money by drawing up a clear medium term strategy to remove surplus primary school places.

Responsible Officer: Senior Assistant Director (Resources)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
1.1.	To develop a clear medium term strategy to remove surplus primary school places	Clear medium term strategy developed and approved by Executive member for Education, Children and families.	12/04	Green	Not started, planned for 09/04 Summary of actions taken
1.2	To consult on strategy developed in 1.1 and reach approval	All key stakeholder groups consulted Consultation comments fed into Strategy Final strategy approved by Executive member for Education, Children and families	09/05	Green	Not started, planned for 01/05
1.3	To implement the approved strategy and achieve reduction in primary school capacity within 3-5 years	Primary school capacity reduced in accordance with strategy. Key Milestones developed in 1.1 and 1.2 met.	09/09	Green	Not started, planned for 09/05

Exception Report 1: 18th August 2004

- Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.

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Recommendation 1: School Places

Improve value for money by drawing up a clear medium term strategy to remove surplus primary school places.

Responsible Officer: Senior Assistant Director (Resources)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
<p>Exception Report 2: Date 2</p> <ul style="list-style-type: none">▪ Etc.					

Recommendation 2: School Leadership & Management

Monitor the impact of initiatives on the performance of all groups in order to evaluate more accurately the quality of LEA support to schools to raise standards.

Responsible Officer: Assistant Director (Quality & Standards)

Context

The LEA's support to improve education in schools has improved significantly since the last inspection and it has now been judged by Ofsted to be *highly satisfactory* with a *good* capacity to improve further. There are a significant number of innovative and creative strategies that have been introduced across the LEA, with a clear focus on improving learning, teaching, leadership and management which are impacting upon standards.

There is however a need to monitor more sharply the impact of individual initiatives in schools so that the LEA can evaluate more accurately the quality of its support. The LEA is keen to develop in this area

Main Outcomes:

- 2.1 An alignment of LEA initiatives with the strategic priorities of the Education and Lifelong Learning Department by January 2005
- 2.2 Best practice guidance produced on the selection, management and evaluation of multi-agency projects by June 2005
- 2.3 A strategy, developed with all stakeholders, to evaluate the full range of LEA activity to be implemented by September 2005.

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Recommendation 2: School Leadership & Management

Monitor the impact of initiatives on the performance of all groups in order to evaluate more accurately the quality of LEA support to schools to raise standards.

Responsible Officer: Assistant Director (Quality & Standards)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
2.1.	An alignment of LEA initiatives with the strategic priorities of the Education and Lifelong Learning Department	Database of initiatives, key outcomes, target groups, lifespan, participants, resources and links to strategic priorities published on Portsmouth Learning Net	01/05	Green	Not started, planned for 09/04
2.2	Best practice guidance produced on the selection, management and evaluation of multi-agency projects	Best practice guidance published	06/05	Green	Not started, planned for 02/05
2.3	A strategy, developed with all stakeholders, to evaluate the full range of LEA activity.	Stakeholders consulted during the development of the strategy. Outcomes of consultation included in the revisions of the strategy. Strategy approved by the Executive Member for Education, Children and Families	09/05	Green	Not started, planned for 03/05

Recommendation 2: School Leadership & Management

Monitor the impact of initiatives on the performance of all groups in order to evaluate more accurately the quality of LEA support to schools to raise standards.

Responsible Officer: Assistant Director (Quality & Standards)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
Exception Report 1: 18th August 2004 <ul style="list-style-type: none">▪ Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.					

Recommendation 3: Gifted and Talented

Set up a central register and agree with schools the criteria for the identification of gifted and talented pupils.

Responsible Officer: Assistant Director (Quality & Standards)

Context

There are a number of strengths to the support that the LEA provides for schools in meeting the needs of gifted and talented pupils. It is a recognised priority within the Education Development Plan, summer schools, challenge week and collaboration with the excellence cluster are also well developed and well received strategies. However, there is insufficient evidence available to demonstrate adequately that strategies have resulted in a significant increase in standards for more able pupils.

To enable the LEA to respond to this there is a need to agree a set of criteria for the identification of gifted and talented pupils and to establish a central register to better track the progress made by this group of pupils across the LEA.

Main Outcomes

- 3.1 Teachers able to use agreed LEA-wide criteria for the identification of gifted and talented pupils by July 2005
- 3.2 Database tracking achievements of gifted and talented pupils established by October 2005

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Recommendation 3: Gifted and Talented

Set up a central register and agree with schools the criteria for the identification of gifted and talented pupils.

Responsible Officer: Assistant Director (Quality & Standards)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
3.1.	Teachers able to use agreed LEA-wide criteria for the identification of gifted and talented pupils	<p>Consultation involves stakeholders including children and parents.</p> <p>Criteria approved by the Executive Member for Education, Children and Families.</p> <p>Training programme established to support the use of the criteria.</p>	07/05	Green	Not started, planned for 01/05
3.2	Database tracking achievements of gifted and talented pupils established	<p>Database established and used in the school profiles 2005-06.</p> <p>Protocols for access to the database approved by the Executive Member for Education, Children and Families.</p>	10/05	Green	Not started, planned for 04/05

Exception Report 1: 18th August 2004

- Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.

Recommendation 4: Strategy for SEN

Ensure schools are convinced of and committed to the strategy for SEN within a social inclusion policy for all schools.

Responsible Officer: Assistant Director (Children & Young People)

Context

The LEA's strategy for SEN is highly satisfactory and the capacity to fulfil its vision is good. Its strength was recognised by Ofsted as being part of an integral approach to promoting wider social inclusion. The strategy covers early intervention, removing barriers to learning, raising attainment and working in partnership and there have been significant achievements in these areas since the strategy was launched in 2001.

However, not all stakeholders currently have sufficient understanding of the strategy, the LEA's action plan and what is going to happen during the next steps of implementation are not always as well understood as they could be and the LEA wishes to address these issues.

Main Outcomes

- 4.1 For all schools to have an individual opportunity to discuss the strategy with the Assistant Director (children and young people) by July 2005
- 4.2 For there to be a web site explaining the component parts and links available on the PCC learning net by January 2005
- 4.3 For the planning and review cycle of focus group activity to be positively evaluated by participants over reporting in April 2005

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Recommendation 4: Strategy for SEN

Ensure schools are convinced of and committed to the strategy for SEN within a social inclusion policy for all schools.

Responsible Officer: Assistant Director (Children & Young People)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
4.1.	For all schools to have an individual opportunity to discuss the strategy with the Assistant Director (children and young people)	All PCC to be visited by assistant director (children and young people)	July 2005	Green	
4.2	For there to be a web site explaining the component parts and links available on the PCC learning net	A section of the PCC learning net on inclusive education to have been designed and populated with up to date information.	January 2005	Green	
4.3	For the planning and review cycle of focus group activity to be positively evaluated by participants.	75% of participants of the inclusive education focus groups to have completed an evaluation of the process and understanding they have of the inclusive education strategy and for 80% to feel the strategy is understood and effective in raising standards	September 2005	Green	

Recommendation 4: Strategy for SEN

Ensure schools are convinced of and committed to the strategy for SEN within a social inclusion policy for all schools.

Responsible Officer: Assistant Director (Children & Young People)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
<p>Exception Report 1:</p> <ul style="list-style-type: none">▪ Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.					

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Recommendation 5: Functions to Support School Improvement

Improve the support for pupils with SEN in mainstream schools, by developing further materials to help schools evaluate their own provision.

Responsible Officer: Assistant Director (Children & Young People)

Context

The LEA's fulfilment of statutory obligations for SEN was judged by Ofsted in the recent inspection to be good and the SEN functions to support school improvement were judged to be highly satisfactory. The inspection team noted that there were clear criteria for monitoring the progress of pupils who are low achieving and that both the Inclusion Officer and the School Improvement Service were working well with schools to review and improve teaching strategies for vulnerable groups.

However, the inspection team felt that the LEA could further improve support for pupils with SEN in mainstream schools by developing further materials to help schools evaluate their own provision.

Main Outcomes:

- 5.1 To revise and publish school self review materials relating to inclusive education and SEN by March 2005
- 5.2 To have a clear structure of training and support in the use of self review materials and school supported self review by July 2005

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Recommendation 5: Functions to Support School Improvement

Improve the support for pupils with SEN in mainstream schools, by developing further materials to help schools evaluate their own provision.

Responsible Officer: Assistant Director (Children & Young People)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
5.1.	To revise and publish school self review materials relating to inclusive education and SEN	Materials published, available on CD and the web	March 2005	Green	
5.2	To have a clear structure of training and support in the use of self review materials and school supported self-review	Published material and evidence of schools using self review materials effectively	July 2005	Green	

Exception Report 1: 18th August 2004

- Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.

Recommendation 6: Behaviour

Improve behaviour support in secondary schools.

Responsible Officer: Assistant Director (Children & Young People)

Context

Support for behaviour across the LEA was judged to be highly satisfactory overall and the inspection team noted that the recommendations from the previous Ofsted inspection had been followed in full. The behaviour plan was based upon analysis of need and the inspection was supportive of the way in which the plan contains practical measures to improve behaviour and set clear targets and how these have been incorporated within a broader inclusion strategy.

However the inspection team recommended that the LEA work to further improve behaviour in secondary schools and the LEA is keen to ensure that this happens.

Main Outcomes:

- 6.1 To complete the SEB consultation as planned and produce a clear strategy for improvement by January 2005
- 6.2 To implement to the time scales activity detailed in the strategy.

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Recommendation 6: Behaviour

Improve behaviour support in secondary schools.

Responsible Officer: Assistant Director (Children & Young People)

Ref	Outcome	Success Criteria	Completion Date	Status	Progress Notes
6.1.	To complete the SEB consultation as planned and produce a clear strategy for improvement	For there to be an agreed strategy for improving arrangements for children and young people with social emotional and behavioural difficulties	January 2005	Green	
6.2	To implement to the time scales activity detailed in the strategy	Actions detailed in the implementation plan in 1.1 to be completed to the given time scales.	January 2008	Green	
Exception Report 1: 18th August 2004 <ul style="list-style-type: none">▪ Summary here of issues that have led to any status other than green in reporting period and how they will be rectified.					