

# NOTICE OF MEETING

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## EDUCATION ADVISORY BOARD

THURSDAY, 2 FEBRUARY 2017 AT 4.00 PM

## CONFERENCE ROOM A - CIVIC OFFICES

Telephone enquiries to Lisa Gallacher 02392 834056

Email: [lisa.gallacher@portsmouthcc.gov.uk](mailto:lisa.gallacher@portsmouthcc.gov.uk)

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### Membership

Councillor Neill Young (Chair)

Councillor Alicia Denny  
Councillor Suzy Horton

Councillor Will Purvis

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

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

### AGENDA

- 1 **Apologies for absence**
- 2 **Declarations of interests**
- 3 **Minutes of the last meeting - 30 September 2016 (Pages 3 - 8)**

The minutes of the meeting held on 30 September 2016 are attached for approval.
- 4 **School Improvement and the Portsmouth Education Partnership - update (Pages 9 - 26)**

#### Purpose of report

This report provides an update on the Portsmouth Education Partnership and the preparation of an Education Strategy for Portsmouth. It also provides details of the targeted work undertaken by the Portsmouth Teaching School Alliance (on behalf of the Local Authority) to provide school improvement

support to LA Maintained schools.

**RECOMMENDED that members of the Education Advisory Board:**

- (i) **Note the progress that has been made to establish the Portsmouth Education Partnership and preparation of an Education Strategy for Portsmouth**
- (ii) **Endorse the school improvement support that is being provided by the council for Priority 1 and 2 LA Maintained Schools**

**5 Ofsted school inspections Autumn 2016 - summary (Pages 27 - 42)**

Purpose of report

- (1) This report sets out the outcome of six Ofsted school inspections that were carried out by Ofsted during the Autumn Term 2016 and any targeted action the council is taking as a result of them.
- (2) The report also provides a summary of the overall position for Ofsted judgements across schools in Portsmouth.

**RECOMMENDED**

**It is recommended that members of the Education Advisory Board:**

- (iii) **Note the outcomes of the school inspections that were undertaken in the Autumn term 2016**
- (iv) **Endorse the school improvement support that is being provided by the council to St Jude's CofE Primary School and Mayfield School**

**6 Date of next meeting**

For the panel to note the date of the next meeting of Thursday 22 June at 4pm.

# Agenda Item 3

## EDUCATION ADVISORY BOARD

MINUTES of the meeting of the Education Advisory Board held on Friday, 30 September 2016 at 3.30 pm in Conference Room A, Civic Offices, Portsmouth City Council

### **Present**

Councillor Neill Young (in the Chair)  
Alicia Denny  
Suzy Horton  
Will Purvis

### **Also Present**

Helen Reeder, Teacher Liaison Panel Representative  
Alison Jeffery, Director of Children's Services  
Mike Stoneman, Deputy Director of Children's Services - Education

#### **1. Apologies for absence**

Apologies for absence were received from Urszula Topp, Roman Catholic diocese representative.

Councillor Young advised that as Cllr J Ferrett had resigned from the Labour party earlier this week, the Labour group spokesperson position was vacant until the group appointed a new spokesperson.

#### **2. Declarations of interests**

There were no declarations of interest.

#### **3. Development of the Portsmouth Education Partnership and the transition to a schools led, self-improving system**

The Chair welcomed everyone to the first meeting of the Education Advisory Board and circulated the terms of reference to everyone as a reminder of the Board's purpose. He explained that this Board replaced the former Schools Standards and Improvement Group and covers all areas of education from early years to post 16. It gives the opportunity for performance of the education department to be scrutinised to support the progression of children and young people in Portsmouth. The terms of reference would be reviewed in 3-4 meetings' time.

(TAKE IN REPORT)

Mike Stoneman, Deputy Director Children's Services - Education summarised each section of the report and members of the Board had the opportunity to ask questions after every section.

### **Background**

Mike advised that there had been a significant change over the last 6 months. The White Paper 'Educational Excellence Everywhere' set out the Government's commitment to a school led, self-improving system where every

school would become an academy by 2022 and it provided clarity on the LA's role. However, more recently there has been a softening of the policy so that instead of a blanket academy conversion, a conversion would only be forced where the Local Authority (LA) is deemed not to be meeting the minimum performance threshold across its schools or where it is clear the LA cannot viably support its remaining schools because a critical mass of schools in that area has converted. Due to the recent changes in Government, the Education for All Bill has been delayed. In the meantime a Green Paper has been issued regarding a consultation on proposals for selective (grammar) schools, removing the 50% cap on faith based admissions for new faith schools and giving the independent sector and HE a stronger role in sponsoring and supporting state schools.

### **Ofsted inspection**

An Ofsted inspection of the LA's arrangements for school improvement took place in February 2016, which whilst recognising the improvements that have been made in terms of education standards (the fact that the majority of schools are judged by Ofsted to be good or better), nevertheless listed that outcomes for children and young people were still behind the national average. Following this, the council issued an action plan. The action plan addresses 8 key areas for improvements which were summarised.

### **Portsmouth Education Partnership**

Mike advised that in recognition of the changing education landscape and the Ofsted inspection in February, discussions were held with headteachers, governors and MAT leaders about collective actions to address common issues facing all schools / academies in Portsmouth under the umbrella of a Partnership. The proposals would seek to build on existing collaboration and prevent the potential fragmentation of the system through academisation. Initial feedback during the summer indicated a strong appetite for this proposal. A formal consultation was launched on 5 September which will run until 21 October. Whilst the consultation has been running, partners have been moving quickly with the proposals. Shadow arrangements have been put in place including a shadow Strategic Board and shadow Operational Group. The Strategic Board has an independent chair and is due to meet on 18<sup>th</sup> October for its first meeting. The Operational Group is the engine behind the Board and has met already on 13<sup>th</sup> September and will meet again on 11<sup>th</sup> October. The Operational Group is undertaking an analysis of data to review initial performance in 2016, exploring possible priorities for support. This analysis will be shared with the Strategic Board on 18<sup>th</sup> October. The Portsmouth Teaching School Alliance has been contracted by the council for school improvement work with LA maintained schools, but as part of these partnership arrangements. Mike advised that the Operational Group would extend its work over time and it was likely that sub groups would be established to focus on other areas of work e.g. recruitment and retention for teachers, subject networks, attendance/exclusions, etc.

The formal launch of the Partnership is planned for 4<sup>th</sup> November at the Portsmouth Marriott Hotel.

Councillor Young said it was vital that members of the partnership are all on board to enable its success. The LA's role will change and the partnership will eventually need to take ownership through a schools-led approach. Alison Jeffery, Director of Children's Social Care advised that the Deputy Regional Schools Commissioner is one of the members on the Strategic Board, which will help create a constructive and positive tone and culture.

Councillor Denny said the partnership was a great idea and asked about its accountability. Alison Jeffery said that the chair of the Operational Group is Simon Graham, Headteacher of St Edmunds Catholic School, who is very focussed and would not allow the Group to become just a 'talking shop'. The Teaching School Alliance will also challenge partners and ensure that the Group is focussed and pragmatic.

Councillor Purvis said that the principle of the partnership was good, although he was surprised that the Strategic Board has no governor representation or Teacher Liaison Panel representation. He also felt that to ensure accountability of the Board, it would be sensible to have meetings in public as the setting of strategy does not need to be done in private. Alison Jeffery said she would take these points back to the partnership for consideration, but highlighted the fact that this is not a LA led partnership or a formal committee for the council. In response to Cllr Purvis' point about holding meetings in public, Mike Stoneman said that he could see no reason why the minutes of the Strategic Board meetings should not be publicly available on the council's website. This will also apply to minutes of the Operational Group.

Helen Reeder, the Teacher's Liaison Panel representative said that the TLP has a wealth of knowledge of all schools in the city so they would welcome being as involved in the partnership as possible.

Councillor Young said that the LA needed to be realistic about where it will be in two years and realistic about where the LA's role will stop. The partnership is about leaving a legacy for schools to move forward.

### **School improvement**

Mike Stoneman explained that from September 2017 the government intends to remove the current school improvement responsibilities from local authorities. It has also announced the cessation of the Education Services Grant from April 2017 and after this it will be a school led system. For 2016/17 the Council will be commissioning the Portsmouth Teaching School Alliance to deliver the LA's statutory school improvement responsibilities in terms of promoting high standards and providing challenge and support to schools. This will be done in an open arena with the Operational Group reporting to the Board. This will be quite a shift but will meet the new landscape. If all goes well with this arrangement the council is likely to extend the contract for another year into 2017/18 subject to available funds.

In response to a question from Councillor Denny regarding staffing implications of these changes, Mike advised that there would not be any. There was previously a team of three school improvement advisors who have all recently left. The Council did try to recruit to fill these vacancies however

there was a lack of applications reflecting the changing educational landscape and duties of the LA in terms of school improvement. A new approach was needed.

### **Academisation**

Mike explained that the council is in support of academisation through the Multi Academy Trusts (MAT) model and believes this provides the best possible chance of delivering the step change in pupils outcomes that are needed. The council is working closely with the Regional Schools Commissioner (RSC) to oversee a smooth transition towards academisation. Principles have been agreed with the RSC (1) that small infant and junior (or primary) schools on the same site are expected to be part of the same MAT, (2) that the LA would like MAT to have a mix of infant, junior and secondary schools and (3) that strong MATs should be supported that have the capacity for growth and a good track record.

The LA has clarified the current position with all schools. All schools are considering options although there remain a few that are opposed to this direction of travel.

Currently there are 62 schools within Portsmouth City, 21 schools are academies operated by 11 academy trusts. There are two academy orders ongoing: Redwood Park which is due to become an academy in December 2016, and Arundel Court Primary which is due to move to academy status in April 2017.

Alison Jeffery added that the RSC now has powers of intervention for both academies and LA maintained schools including the issuing of warning notices and establishment of IEBs. From September 2017 school improvement will shift from LAs to system leaders (MATs, Teaching Schools and the RSC). The former Secretary of State for Education, Nicky Morgan, had previously said there would be no U-turn on the cessation of the Education Services Grant. However, the current position is unclear as we await the operational guidance and details of the Education for All Bill.

Councillor Denny said that she was aware of discussions taking place nationally regarding LAs establishing their own Academy Trusts for their schools and asked if this was something PCC was considering. Alison Jeffery said that she is attending a National Conference on 11<sup>th</sup> October on this topic where she hoped to learn more about this. Her personal view was that if the LAs are going to deliver a serious challenge role it would be better if the Council did not become an academy provider. It would also be difficult as the Council does not have the staffing resources available. Helen Reeder advised that there are a large number of schools who do not want to be part of a MAT and would welcome the LA becoming a trust. She added that the fact that some academies have not done exceptionally well in Portsmouth has put some schools off. Alison said that the LA were exploring different options but both Charter Academy and The Portsmouth Academy for example have both done very well since moving to an academy. Councillor Horton said that schools needed a guidance on whether this is a viable option or not. Alison Jeffery said that currently it was impossible to give a definitive position until

the operational guidance and details of the Education for All Bill are made available. An update on this matter would be provided at the next meeting.

### **Provisional outcomes for 15/16**

Mike explained that a new assessment framework was introduced from 2015/16 introducing scaled scores and expected standards at Key Stage 1 and Key Stage 2. Therefore the results for KS1 and KS2 cannot be directly compared with previous years.

For early years and the good level of development (GLD) measure, Portsmouth remains above national but the gap has narrowed.

KS1 combined reading, writing and maths measures had previously been above national, but for 15/16 it was slightly below. Mike advised the Board to treat these figures with a high degree of caution due to the changes to the assessment frameworks as indicated previously.

KS2 combined reading, writing and maths at the expected standard was at 47% for 15/16 against the national figure of 53%.

KS4 has seen significant progress from 2015. The percentage of pupils achieving both English and Maths GCSE grades A\*-C has risen from 52.6% to 57.5% which is a massive jump. Portsmouth Academy, Priory, Miltoncross and King Richard Schools all had a significant increase in their GCSE results. These results were very pleasing.

Councillor Horton asked whether moderation took place to ensure parity. Mike confirmed that LAs have a statutory duty to undertake moderation for both KS1 (all subjects) and KS2 (only writing) teacher assessment. Mike Stoneman advised that the DfE have looked at how LAs are moderating exams and how tough or soft they have been for 2015/16. Portsmouth appear to be somewhere in the middle. It was anticipated that it will take a few years for this to bed in.

Alison Jeffery added that discussion with primary headteachers would take place to share advice. Councillor Young said that although he was concerned with the KS2 attainment results he was also pragmatic as it is a new framework and felt it needed to have a year to embed this before can move forward. The council would reflect and analyse and also seek information from other areas to look at areas it needs to address.

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

Officers advised that the following items would be on the agenda for the next meeting:

- Update on progress of the Portsmouth Education Partnership.
- Outline of the new education strategy, to be identified through the PEP.
- Ofsted inspections - update on which schools have been inspected and the results of these inspections.

Officers advised that the next meeting would be held in late January/early February. After a brief discussion it was agreed to move the meeting time to 4pm and the Local Democracy Officer would look for a suitable date in consultation with the Chair, which would be circulated to the members of the Group in due course.

**Post meeting note** - the next meeting would take place on Thursday 2 February at 4pm in Conference Room A, Second Floor, Civic Offices.

The meeting concluded at 4.35 pm.

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Councillor Neill Young  
Chair

# Agenda Item 4



**Portsmouth**  
CITY COUNCIL

**Meeting:** Education Advisory Board

**Subject:** Portsmouth Education Partnership and School Improvement - update

**Date:** 2<sup>nd</sup> February 2017

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

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

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## **1. Purpose of report**

- 1.1 This report provides an update on the Portsmouth Education Partnership and the preparation of an Education Strategy for Portsmouth. It also provides details of the targeted work undertaken by the Portsmouth Teaching School Alliance (on behalf of the Local Authority) to provide school improvement support to LA Maintained schools.

## **2. Recommendations**

### **2.1 It is recommended that members of the Education Advisory Board:**

- (i) Note the progress that has been made to establish the Portsmouth Education Partnership and preparation of an Education Strategy for Portsmouth**
- (ii) Endorse the school improvement support that is being provided by the council for Priority 1 and 2 LA Maintained Schools**

## **3. Portsmouth Education Partnership**

- 3.1 As previously reported to Members of the Education Advisory Board, work was undertaken in the Autumn to establish the Portsmouth Education Partnership.
- 3.2 The rationale for the PEP was in response to the changes that were taking place in education and in particular the move to a schools-led, self-improving system. This was reinforced by the Ofsted inspection last year of the council's arrangements for school improvement and continuing concerns relating to educational attainment and progress of children and young people in the city. Discussions were held last year with headteachers, governors and Multi Academy Trust (MAT) leaders, to explore their views and ideas around partnership working in the city. These discussions indicated two things:

- a. There was a strong appetite to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, MATs, colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system leaders, including national, specialist and local leaders of education (NLEs, SLEs and LLEs) and national leaders of governance (NLGs), can be effectively deployed across the city. There is an anxiety that without some form of collective arrangements, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.
  - b. There was a developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs.
- 3.3 On 4th November 2016 the Portsmouth Education Partnership was launched following a consultation between 5<sup>th</sup> September and 21<sup>st</sup> October 2016. Embryonic structures were put in place including a shadow Strategic Board with an independent chair (Hilary Loder) and a shadow Operational Group to lead on school improvement and drive forward action on some early priorities agreed by the Strategic Board.
- 3.4 A number of sub groups and networks have been formed under the Partnership or in the case of the Behaviour and Attendance Group, moved to the Partnership.
- **Initial Teacher Training, Teacher Recruitment and Retention** (chaired by Steve Frampton, Principal of Portsmouth College)
  - **Inclusion** (chaired by Nys Hardingham, Headteacher of Admiral Lord Nelson School)
  - **Networks to support English, Modern Foreign Languages and Maths** subject leads (led by Portsmouth Teaching School Alliance and the Solent Maths Hub)
  - **Behaviour and Attendance Group** (chaired by Simon Graham, Headteacher of St Edmund's Catholic School)
- 3.5 During 2017 the Partnership will be developed and shaped further, to be informed by a half day workshop which is being held on the morning of 7<sup>th</sup> February at Highbury College.

## **Education Strategy for Portsmouth**

- 3.6 An initial working draft of the Education Strategy for Portsmouth is attached at Appendix 1. This will be subject to further work over the next 4-6 weeks before a final version is circulated for consultation.
- 3.7 The strategy is based on six key themes with a set of priorities within each theme. These in turn are linked to a number of other strategies and action plans which are cross referenced where appropriate.
1. Planning, collaboration, challenge and support
  2. The best teachers, leadership and governance
  3. The right curriculum 2-19
  4. The right environment for learning: resilience and attendance
  5. Meeting the individual needs of children and young people
  6. Enlisting and contributing to the local community
- 3.8 The Strategic Board of the PEP was supportive of the approach and the key themes contained within the strategy, but with a recommendation that a final draft be prepared by the end of February, and the following comments be addressed:
- Under Theme 1 the role of the local authority, teaching school and MATs and their respective accountabilities be clarified in terms of the collaborative programme for school improvement. A meeting involving the LA, several MATs and the RSC will be taking place in February to clarify this.
  - The former Priority 3 strategy of the Children's Trust Plan '*securing sufficient and appropriate post-16 provision and increasing post-16 participation, achievement and progression*' to be incorporated into the strategy, particularly with regard to themes 2, 3, 5 and 6
  - Theme 6 to be expanded with a greater focus on '*preparation for work and life beyond school*' including a focus on employability, careers education, engagement with employers and the world of work

## **4. School Improvement Support update**

- 4.1 Under the auspices of the Portsmouth Education Partnership (and through the shadow Operational Group), schools have been prioritised for school improvement support using the PEP Performance Dashboard.
- 4.2 All LA Maintained Schools have been sent the Dashboard information relating to their school with a priority rating of 1 to 3 (1 being the highest priority). This has dictated the amount of support schools will receive from the LA through the Portsmouth Teaching School Alliance (TSA) following the decision by the LA to outsource school improvement to the Teaching School for 2016/17. Academies have also been sent the dashboard information, and the LA together with the Portsmouth TSA, are in discussion with MAT CEO/Leads about their improvement plans.

**Appendices:**

Appendix 1: Draft Education Strategy for Portsmouth  
Appendices 1a- 1b: supporting data and graphs

## **Outline Education Strategy for Portsmouth (DRAFT for discussion - Version 1)**

### **Our city: Our challenge: Transforming Life Chances**

Portsmouth is a densely populated city with a vibrant, growing economy and high aspirations. The future opportunities and current development, and well-being, of large numbers of children and young people are enhanced every day by a dedicated, talented and diverse workforce working in a wide range of settings: in schools, early years settings and colleges, specialist institutions, clinics, clubs and in family homes. Children are expertly supported by skilled professionals - teachers, leaders, specialist NHS staff and many others, who go the extra mile on a regular basis to give them the best possible foundation for success in their lives. There are real strengths in the city, and many children leave education well placed to take advantage of the increasing opportunities created by the recent investment in, and strong economic development, of this area.

The city also faces a range of challenges, however. Nearly a quarter of the city's children live in poverty, with the figure even higher in some areas. Expectations of what young people can achieve - their own, their parents' and those of their community - can be too low. Data on educational attainment shows that Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures. In addition there is still too much variability both in our pupils' year on year outcomes and in terms of performance across the City. A step change is required in outcomes at all ages.

The educational landscape is continuing to change and evolve. This includes a sharper focus on accountability in an increasingly autonomous schools system, a significant increase in academies with nearly half of all schools in Portsmouth now being part of a Multi Academy Trust, and a shift in the responsibility of school improvement away from local authorities to a school-led system.

The **Portsmouth Education Partnership** has been set up to bring together Multi Academy Trusts, individual schools and academies, colleges and early years settings to drive improved attainment and opportunity for all children and young people across the city. The Partnership, and Portsmouth Children's Trust partner agencies, are determined to work together to achieve a step change in educational achievement and life chances for all young people.

This outline strategy document explains our approach. Our detailed plans are continually being updated so this is a high level summary with cross references and links to other documents and action plans.

## Our shared values and commitment

As members of the Portsmouth Education Partnership, schools, academies, MATs, settings and colleges are committed to:

- Shared, joint accountability for improving standards and the educational outcomes and life chances of all children and young people educated in early years settings, schools and colleges in the city
- Promoting a culture of openness, trust and collaboration
- Putting the interests of children first at all times
- Adding value and maximising the use of available resources wherever possible

## Vision and success measures

Our vision is that all children and young people in the city, whatever their background and circumstances, should be confident, resilient, enthusiastic and successful learners, achieving excellent qualifications. We want all young people to develop the self-belief and commitment to their own long term development which will enable them to make the maximum contribution possible to the economic, social and cultural life of their communities.

We can only achieve this vision by taking collective responsibility and co-ordinated action, and through the active support of all key partners who have an interest in and who support and work with children and young people.

A draft set of success measures is detailed below. [Appendix 1](#) provides a three year trend for a range of performance measures and how Portsmouth compares nationally including its LA ranking quartile. This has informed the success measures below.

- The **percentage of Portsmouth's schools judged good or outstanding** has improved substantially and is now in line with national. We will maintain this improvement and ensure that all schools are good or outstanding by xxx.
- There are no schools in Portsmouth that are below the **Floor Standards** for Key Stage 2 and 4. We will maintain this position and ensure that all schools improve their position in relation to Floor Standards.
- We will ensure that there are no schools categorised as '**coasting**'.
- At **Early Years Foundation Stage** we will seek to maintain and improve on our high ranking nationally for all pupils and improve results for SEN pupils and Boys to be in the top quartile of LAs by xx. The gap between disadvantaged pupils and their peers within Portsmouth will be closed to less than the gap nationally.

- At **Key Stage 1** we will seek to improve on our previously high ranking nationally for all pupils at expected standard (dip in 2016 under the new measures) and raise performance levels for greater depth in maths, reading and writing to the top 50% of LAs by xx. We will ensure the high ranking of results for all pupils is emulated in outcomes for SEN pupils and Boys. We will also seek to maintain our that Year 1 pupils are working at the expected standard for Phonics
- At **Key Stage 2**, our results are in terms of expected standard for reading, writing and maths are within the bottom 25% of local authorities for nearly all indicators. We will accelerate improvement so that all indicators are within the top 50% of authorities by xxx. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- At **Key Stage 4**, our results have improved in 2016 but remain within the bottom 25% of local authorities for all indicators. We will ensure improvement so that all indicators, including Progress 8 and Attainment 8, are within the top 50% of authorities by xx. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- **Attendance levels** have improved but are still in the bottom 25% of local authorities and below national average. We will ensure that overall absence and persistent absent rates for all schools are better than national average by xxx.
- The number of **permanent exclusions** in schools as a % is very low compared to national averages but the number of **fixed period exclusions** remains in the bottom 25% quartile of local authorities. We will seek to ensure that the permanent exclusions remains very low and improve the measure for fixed permanent exclusions so we are in the top 50% of local authorities by xx
- **Participation in education and training at ages 16 & 17** has improved but is in the bottom 25% of local authorities. By xx we will improve performance by at least 5 points and be within the top 50% of authorities.
- **Achievement at age 19** has improved but results are still a long way short of national (up to 8 percentage points below). We will halve the gaps to national for achievement at Level 2, Level 3 and GCSE English & Maths (for those who didn't achieve at age 16) by xxx.
- There are currently **sufficient school places** for both primary and secondary, but the surplus of school places for primary remains tight (1-2%) and places for secondary schools are due to run out by 2020. We will ensure that the availability of places for primary improves with a surplus of above 3% and that plans are implemented to address the forecast pressure on secondary places so that a minimum 3% surplus can be achieved.

## Key themes and priorities

The strategy is based on six key themes with a set of priorities within each theme. As set out above the strategy is linked to a number of other strategies and actions plans and these are cross referenced where appropriate.

1. Planning, collaboration, challenge and support
2. The best teachers, leadership and governance
3. The right curriculum 2-19
4. The right environment for learning: resilience and attendance
5. Meeting the individual needs of children and young people
6. Enlisting and contributing to the local community

### 1. Planning, collaboration, challenge and support

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

The Partnership has embarked on a **collaborative programme of school improvement** led by the PEP Operational Group that embeds shared values and builds on the historically strong relationships between the Local Authority and the education sector in Portsmouth, supplementing, without duplicating, work, within MATs. The Partnership is establishing clear and accountable arrangements to support sector-led school improvement and capitalise on potential economies of scale. It is providing a structure to support the transition from Local Authority to sector led school improvement arrangements. The Local Authority will continue to deliver its statutory duties in relation to school improvement so long as they continue to exist but in the context of a move to schools led self-improving system supported by effective system leaders and curriculum/subject networks and continuing professional development (CPD) which encourages school to school support and local and external peer review.

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

**Key priorities:**

- Working with the Regional Schools Commissioner (RSC) to develop Multi Academy Trust (MAT) arrangements in Portsmouth which are best suited to achieving rapid improvement in educational attainment in the city
- Working with the RSC, system leaders, Teaching Schools, schools and MATs in the city to create arrangements through which all schools experience on a regular basis both high challenge and high support that is well targeted to meet their needs
- Ensuring that the school improvement support available to schools across the city is effectively prioritised and co-ordinated, based on a sound collective analysis of strengths and weaknesses
- Improving outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND
- Building on existing strengths making effective use of available school performance data, information and predictions and systematically analysing data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors
- Where necessary making effective use of the LA's and RSC's statutory powers of intervention in order to bring about a significant improvement in school performance

**2. The best teachers, leadership and governance**

We know that improvements will only be achieved where there is strong leadership and governance in our schools, which promote and secure excellent teaching in the classroom, with a focus on narrowing achievement gaps that arise from disadvantage or vulnerability.

We also know that the recruitment and retention of teachers and leaders is a significant issue for Portsmouth. Maths, physics and languages are among the subjects where there are particular recruitment pressures.

Nationally, around 10,000 heads, deputies and assistant heads are aged 55 and over and many will be retiring over the next few years. Filling headship vacancies is already a particular challenge in the primary sector.

It is vital therefore that as a city we are able to attract and retain talented teachers and leaders and to develop a succession of great leaders underpinned by continuing professional development.

**Key priorities:****Leadership**

- Working with the Teaching Schools and MATs to develop a workforce strategy that includes a focus on the recruitment and development of school leaders and the increased deployment of system leaders (NLEs, LLEs and SLEs) across the city

## **Governance**

To be completed

### **Initial Teacher Training**

- Seek to increase the supply of places at Portsmouth's schools for initial teaching training
- Improve the co-ordination/coherence and impact of initial teacher training in Portsmouth

### **Teacher recruitment**

- Continue to deliver and expand annual teacher recruitment fairs - more targeted approach
- Develop promotional literature to promote teaching opportunities in Portsmouth and encouraging teachers to apply for local positions
- Investigate how teachers can be supported to re-locate to the City
- Explore and publicise incentives that might attract teachers to Portsmouth (including teacher 'returners')
- Agree key shortage areas that require a more focussed approach (specific subject areas, senior/middle leadership, etc.), and take appropriate actions to address the shortages.

### **Teacher retention**

- Investigate the issues and share good practice in order to help improve the retention of teachers in Portsmouth

## **3. The right curriculum 2-19**

There have been significant changes to curriculum and assessment in primary and secondary education alongside new accountability measures; all of which have been implemented at a bewildering pace, not to mention the changes and proposed changes in post-16 education and the dramatic rise in apprenticeships.

This level of change requires schools to make a huge and sustained investment in teacher development particularly as it can take four or five years for teachers to fully embed curriculum change in the classroom.

The Partnership has identified English and maths as a key priority for 2016/17 with Modern Foreign Languages not far behind. The Teaching Schools and Solent Maths Hub will be taking a strong lead in these areas.

The University Technical College, opening in September 2017, has the potential to stimulate and strengthen science, technology, engineering and maths (STEM) education across the city.

### **Key priorities:**

#### **English**

- Collaborative network meetings and CPD for English leads

- CPD for English specialists for all phases, especially focusing on: KS2 reading

### **Maths**

- Collaborative network meetings and CPD for maths leads
- CPD for maths specialists for all phases, especially focusing on: teaching for mastery; deepening understanding in primary maths; pedagogical and subject knowledge; and mathematical reasoning at KS3
- Support with the new GCSE and secondary curriculum
- Extensive professional development in Early Years maths

### **Modern Foreign Languages**

To be completed

### **STEM**

To be completed

### **Post-16**

To be completed

## **4. The right environment for learning; resilience and school attendance**

### **Emotional health and well being**

Meeting the emotional and well-being needs of children and young people is crucial, not least in order for them to be able to learn effectively. We believe that well being, both for children and young people, and for our teachers and leaders, needs to be at the heart of all that schools do.

Improving the mental health of our children and young people is a priority nationally and locally. The national "Future in Mind" report in 2014 highlighted the need for a fundamental shift in culture to focus on the prevention of mental ill health, early intervention and recovery. In Future in Mind the government set out its vision to promote, protect and improve our children and young people's mental health and wellbeing.

Our local transformation plan outlines how we will deliver the Future in Mind outcomes in our City. The way that local services are delivered is being reviewed and additional funding has been secured to transform service provision. As part of this key partners are working on a whole school approach to promoting good mental health. A Whole School Well Being and Resilience Strategy will shortly be published, building on the strong work already being done in many schools across the city. It will provide guidance and resources for all schools, including on how schools can contribute to the implementation city wide of restorative approaches to strengthening the resilience of children and young people. Its implementation is a key element of this wider education strategy.

Meeting the emotional needs of children and young people is, of course, the shared responsibility of families, schools and a range of key partners. The role of parents and carers, in particular, is of course central. Portsmouth settings and schools value highly their partnership with parents and carers and there is excellent work by schools in the city to support families which are struggling to support their children effectively. The Partnership and Children's Trust recognise that this work by schools is essential in order to remove barriers to achievement for children and young people, as well as to safeguard them and promote their health and wellbeing. Support and guidance for schools in this work, including peer supervision for pastoral staff, is available through the three Multi Agency Teams operating in the city. Multi Agency Team members also work directly with some young people individually and with families, either as targeted "early help" or within the statutory child protection framework. The Children's Trust Prevention and Early Help strategy [\[link\]](#) sets out the approach taken to supporting families in the city.

### **School attendance**

Attendance in schools continues to improve but levels of attendance remain below national averages. An Attendance Strategy is in place ([provide link](#)) and the implementation is monitored by the work of the Behaviour and Attendance Group (BAG) which now sits under the auspices of the Portsmouth Education Partnership

By not attending school regularly children and young people are leaving themselves vulnerable to risks which can reduce their life chances. Furthermore, it affects the ability of schools to set high standards and an appropriate pace of work for other children and young people.

Schools have a key responsibility to motivate children and young people so that they attend school regularly. Those responsibilities of course extend to parents/carers but also to other agencies in the city who are working to support families and who take very seriously the need to ensure that children and young people engage fully in education and training. The parents and carers of all young children will be encouraged and supported to access as much early years education as possible. Ensuring good attendance at school is a key priority, against which the work of all agencies will be assessed, and all agencies undertake to support parents to ensure that children's learning is given top priority so that their life chances can be maximised.

### **Key priorities**

- Implementing the Portsmouth Whole School Well Being and Resilience Strategy
- Implementing the Portsmouth School Attendance Strategy
- Ensuring the contribution of all Children's Trust partner agencies to promoting emotional well-being and school attendance is monitored and reviewed on a regular basis
- Implementing the Portsmouth Children's Trust Early Help Strategy; developing further the support provided to schools by the Portsmouth Multi Agency

Teams in the North, Centre and South of the city in their work to strengthen the resilience and ambition of children, young people and families.

## **5. Meeting the needs of children and young people**

### **Special Education Needs and Disabilities**

Children's needs differ and to learn effectively children's individual needs, in all areas, must be met. A significant minority of children have special educational needs which require careful assessment by specialist professionals from a range of agencies. A detailed city wide SEND strategy [link] was recently agreed by the Portsmouth Children's Trust Board. Effective implementation of this strategy, including strong partnership with parents and carers, is a priority for all agencies. The strategy includes plans for the development of specialist provision and support to schools.

#### **Key priorities:**

- Effective delivery on a consistent basis of the agreed "ordinarily available provision" within mainstream schools for children and young people with SEND
- Remodelling of local special school provision
- Effective partnership based commissioning of Alternative Provision, consistent with the agreed pathway for children and young people with Social, Emotional and Mental Health (SEMH) needs
- Ensuring strong communication and partnership working at all times between schools and parents of children and young people with SEND, strengthening the capacity of families, as well as schools, to meet their children's needs

## **6. Enlisting and contributing to the local community**

Many organisations and individuals in the city provide invaluable opportunities, experiences and support for children and young people of all ages, working with settings, schools and colleges. City businesses provide work experience, mentoring and sponsorship. Voluntary organisations provide much needed opportunities, such as the sports activities run by Pompey in the Community and support, such as programmes offered by Barnado's, Motiv8 and Enableability. Churches open up their buildings and welcome children and young people for services and concerts. The city's Music Service provides a rich variety of activities, operating across virtually all city schools.

Children and young people make a contribution, equally, to the lives of their communities: getting involved in activities to support older people, raising funds and participating in community events.

#### **Key Priorities**

- Stepping up the number of volunteers in schools?

- Mentoring?
- Inter-generational projects?
- Contribution by local businesses to work experience and careers guidance?

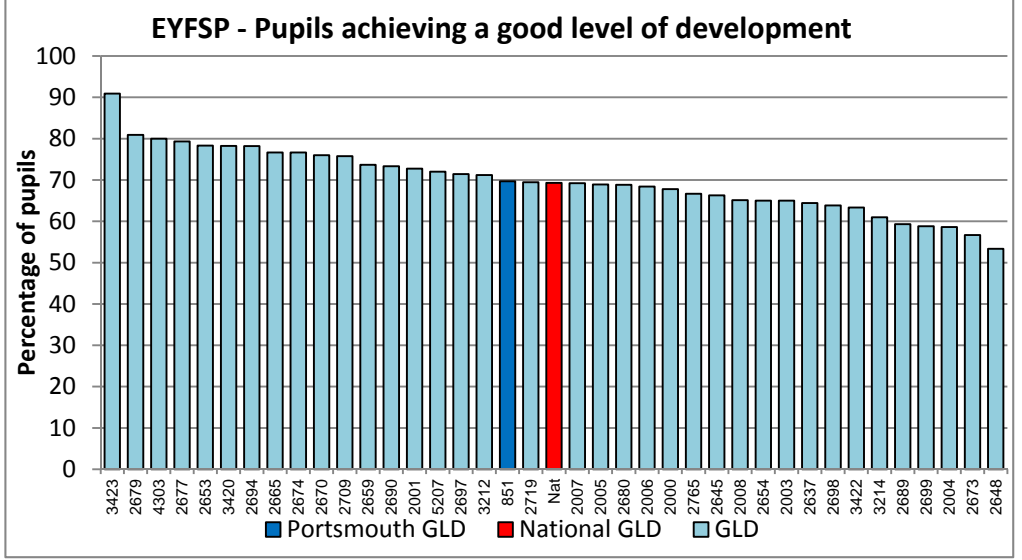
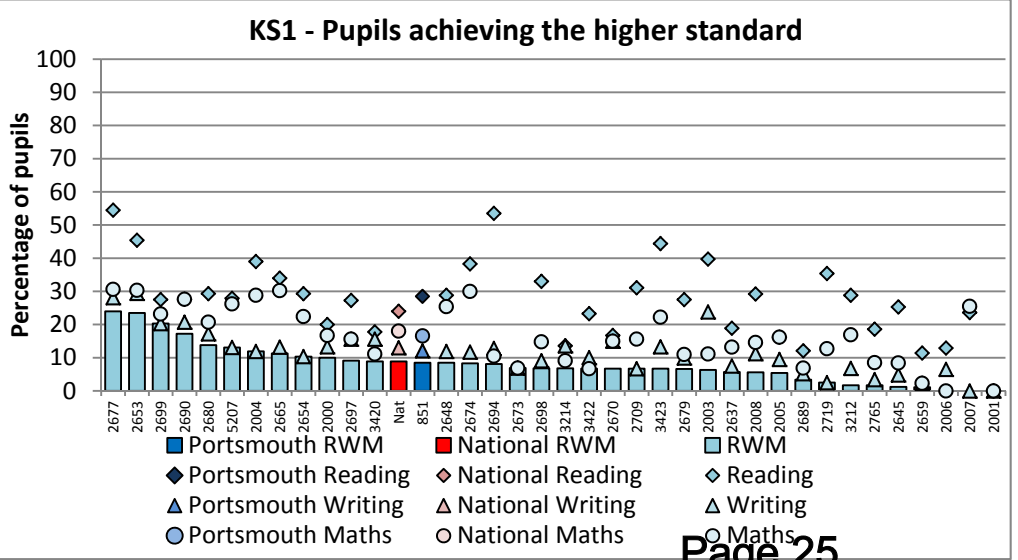
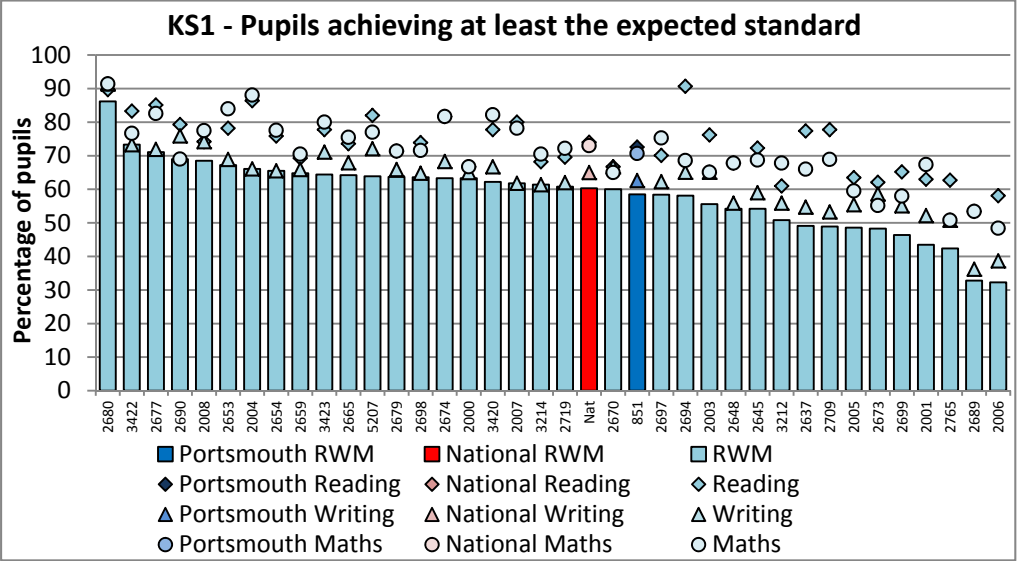
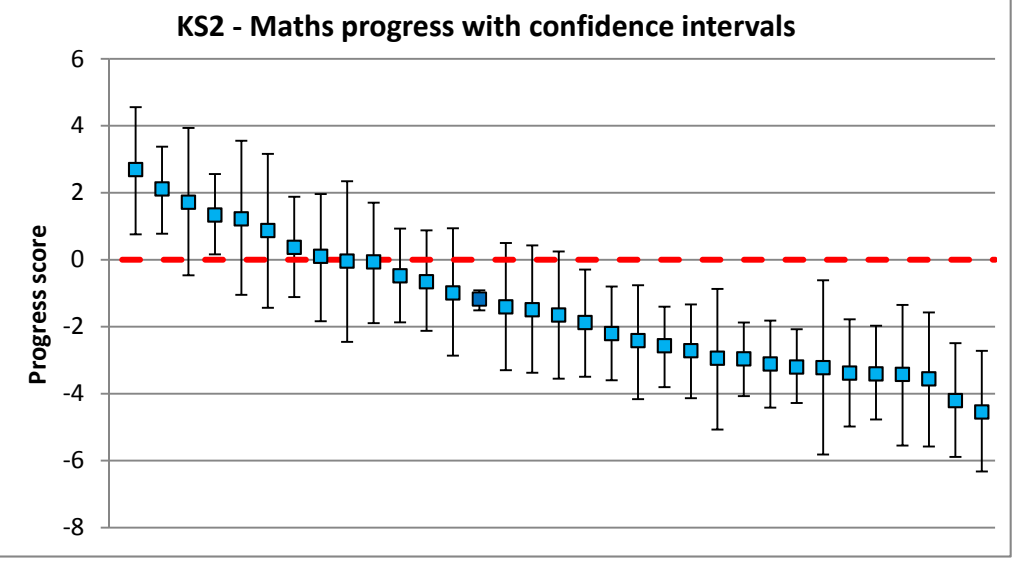
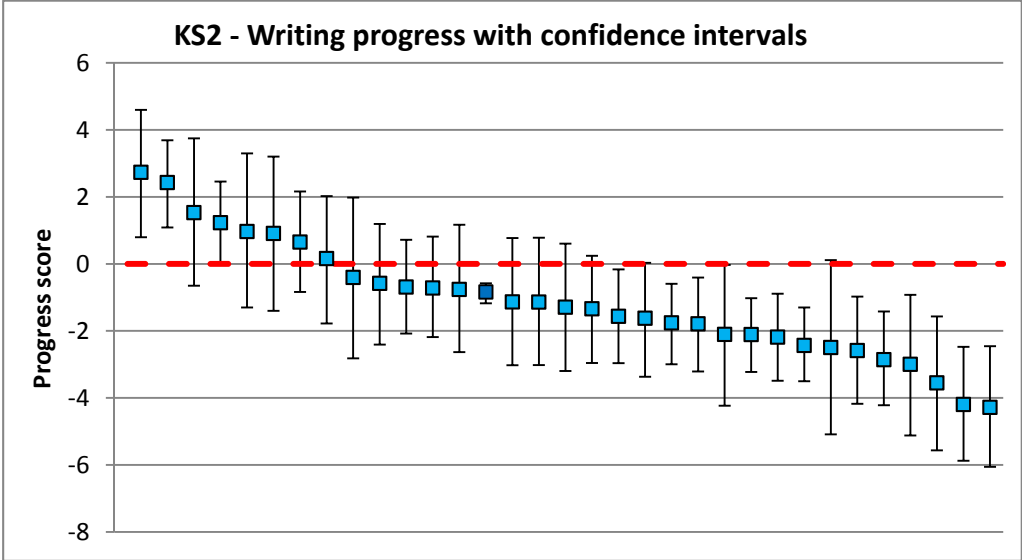
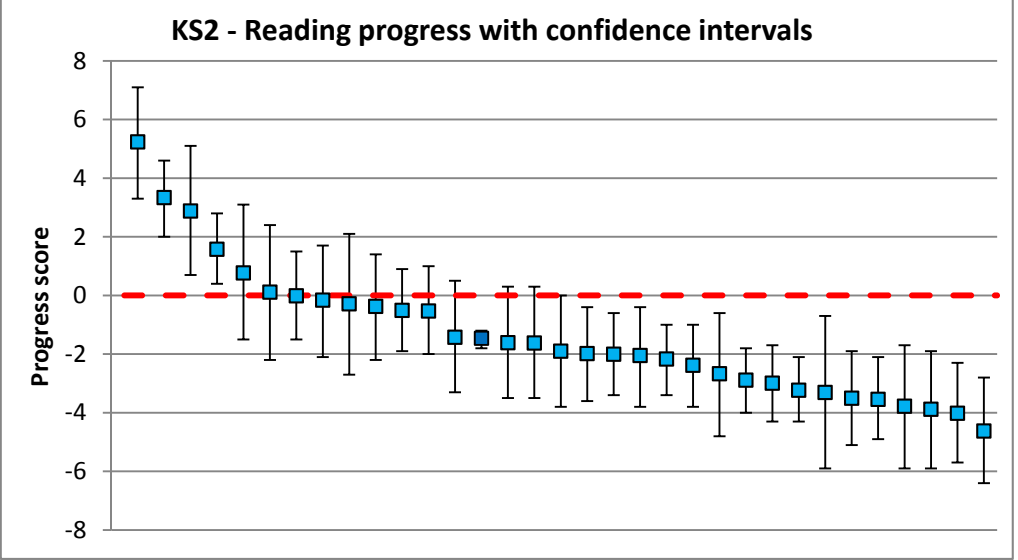
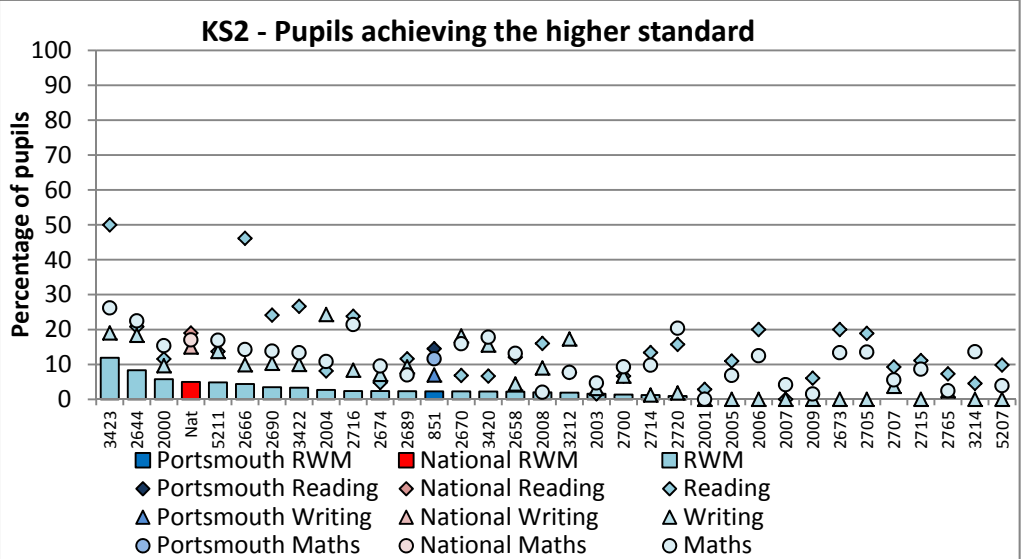
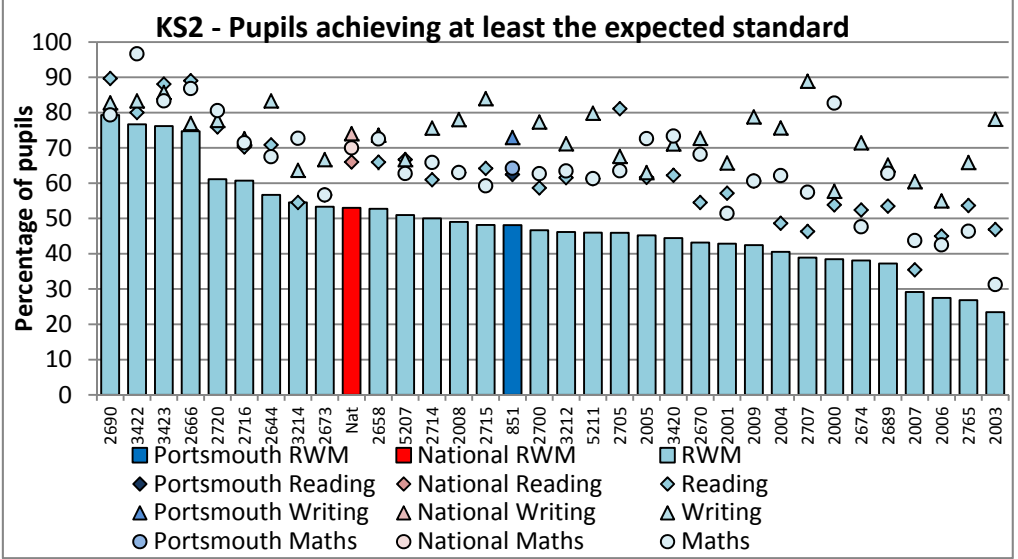
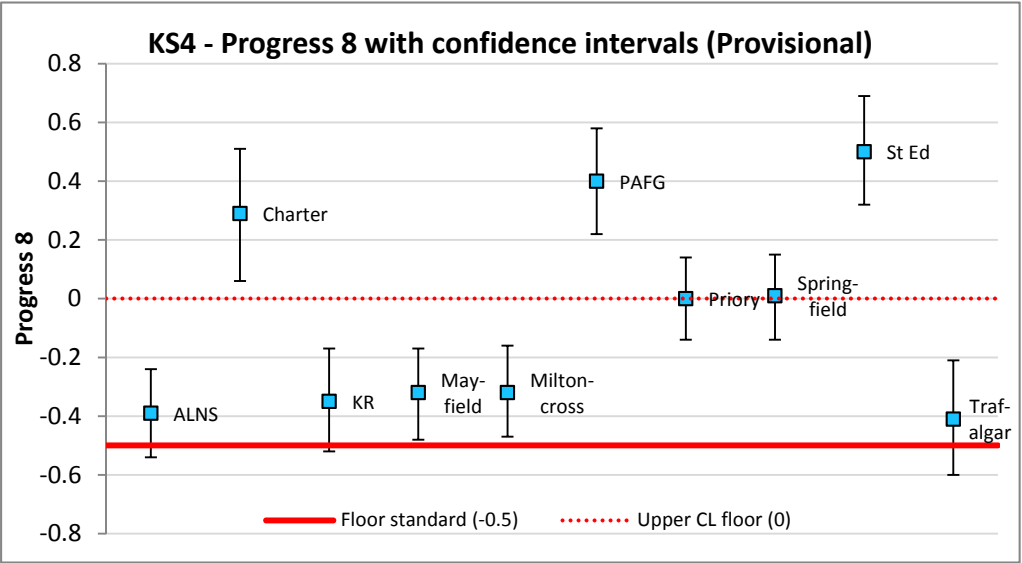
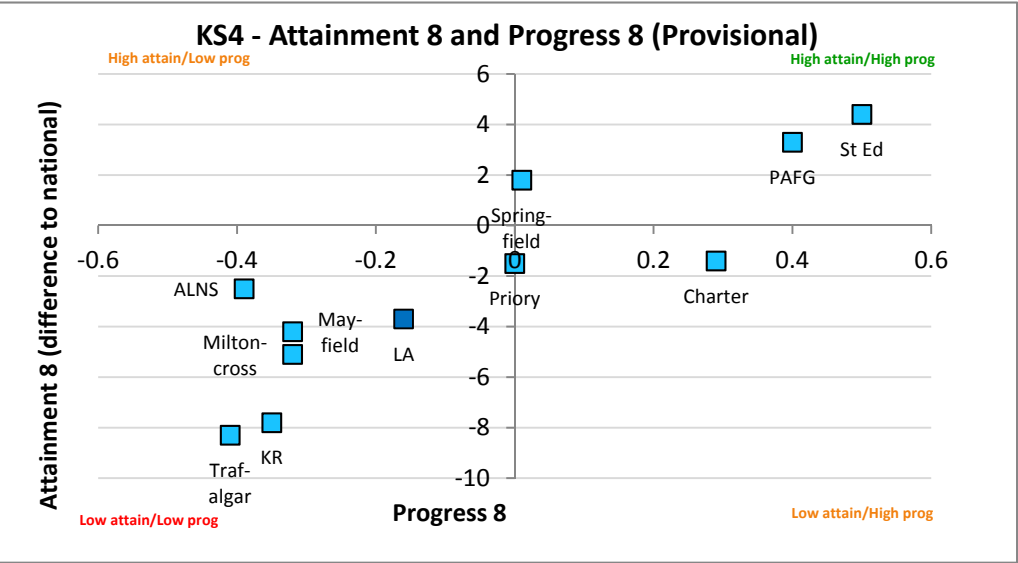
Education strategy data

Indicator		Change 2013/14 to 2014/15	Change 2014/15 to 2015/16	2013/14	2013/14 LA rank quartile	2014/15	2014/15 LA rank quartile	2015/16	2015/16 LA rank quartile
Ofsted judgement	Schools good or outstanding (% out of inspected schools only)	↑	↔	72	●○○○	84	●○○○	84	●○○○
Floor standards	KS2 Schools below the floor standard (%)	↑	↓	3	●○○○	6	●○○○	0	●●●●
	KS4 Schools below the floor standard (%)	↔		0	●●●●	0	●●●●	Jan 2017	
Coasting standards	KS2 Schools below the coasting standard for three consecutive years (%)							9	●○○○
	KS4 Schools below the coasting standard for three consecutive years (%)							Jan 2017	
EYFSP	Good level of development (%)	↑	↑	65	●●●●	69	●●●●	70	●●●○
Phonics	Year 1 pupils working at expected standard (%)	↑	↑	72	●○○○	74	●○○○	81	●●●○
KS1 (pre-2016)	Reading level 2+ (%)	↑		91	●●●●	92	●●●●		
	Writing level 2+ (%)	↑		86	●●●○	90	●●●●		
	Maths level 2+ (%)	↑		93	●●●●	94	●●●●		
	Reading level 3+ (%)	↑		38	●●●●	39	●●●●		
	Writing level 3+ (%)	↑		12	●○○○	14	●○○○		
	Maths level 3+ (%)	↑		23	●○○○	25	●●●○		
KS1 (2016 onwards)	Reading at least expected standard (%)							73	●●○○
	Writing at least expected standard (%)							63	●●○○
	Maths at least expected standard (%)							71	●●○○
	Reading greater depth (%)							29	●●●●
	Writing greater depth (%)							12	●○○○
	Maths greater depth (%)							17	●○○○
KS2 (pre-2016)	Reading, writing & maths level 4+ (%)	↑		75	●○○○	78	●○○○		
	Reading level 4+ (%)	↓		89	●●●○	88	●○○○		
	Writing level 4+ (%)	↑		83	●○○○	86	●○○○		
	Maths level 4+ (%)	↑		85	●○○○	86	●○○○		
	Reading, writing & maths level 5+ (%)	↔		18	●○○○	18	●○○○		
	Reading level 5+ (%)	↓		46	●○○○	44	●○○○		
	Writing level 5+ (%)	↑		25	●○○○	26	●○○○		
	Maths level 5+ (%)	↓		38	●○○○	37	●○○○		
	Expected progress reading (%)	↓		88	●○○○	87	●○○○		
	Expected progress writing (%)	↑		92	●○○○	93	●○○○		
	Expected progress maths (%)	↑		87	●○○○	88	●○○○		
KS2 (2016 onwards)	Reading, writing & maths at least expected standard (%)							48	●○○○
	Reading at least expected standard (%)							62	●○○○
	Writing at least expected standard (%)							73	●●○○
	Maths at least expected standard (%)							64	●○○○
	Reading, writing & maths greater depth (%)							2	●○○○
	Reading higher score (%)							14	●○○○
	Writing greater depth (%)							7	●○○○
	Maths higher score (%)							12	●○○○
	Reading progress score (mainstream schools only)							-1.5	●○○○
	Writing progress score (mainstream schools only)							-1.3	●○○○
	Maths progress score (mainstream schools only)							-1.7	●○○○
KS4 (pre-2016)	5+ A*-C including English & maths (%) <b>(2016 results provisional)</b>	↔	↑	51	●○○○	51	●○○○	52	●○○○
	Expected progress English (%)	↑		65	●○○○	66	●○○○		
	Expected progress maths (%)	↑		60	●○○○	62	●○○○		
KS4 (2016 onwards)	Attainment 8 score <b>(2016 results provisional)</b>		↑			44		46	●○○○
	Progress 8 score <b>(2016 results provisional)</b>							-0.16	●○○○
KS4	A*-C English & maths (%) <b>(2016 results provisional)</b>	↔	↑	53	●○○○	53	●○○○	58	●○○○
	Entered all elements of the Ebacc (%) <b>(2016 results provisional)</b>	↑	↑	35	●○○○	36	●○○○	38	●○○○
	Achieved Ebacc (%) <b>(2016 results provisional)</b>	↔	↓	20	●○○○	20	●○○○	19	●○○○
Post 16	Achievement Level 2 with E&M by age 19 (%)	↑		54	●○○○	62	●○○○	Mar 2017	
	Achievement Level 2 by age 19 (%)	↑		79	●○○○	81	●○○○	Mar 2017	
	A*-C English & maths by age 19, for those who had not achieved this by 16 (%)	↑		14	●○○○	21	●○○○	Mar 2017	
	Achievement Level 3 by age 19 (%)	↑		47	●○○○	50	●○○○	Mar 2017	
	16-18 Apprenticeship success rate (%)	↑		73		77		May 2017	
	Participation in education or employment / training at 16 (%)		↔			93	●○○○	93	●○○○
	NEET at 16 (%)	↔		3.4		3.3			
	Participation unknown at 16 (%)	↔		2.1		1.6			
	Participation in education or employment / training at 17 (%)		↑			84	●○○○	86	●○○○
	NEET at 17 (%)	↓		7.7		5			
	Participation unknown at 17 (%)	↓		13.7		2			
	Participation in education or employment / training 16-17 (%)		↑			89	●○○○	90	●○○○
	NEET 16-17 (%)	↓		5.5		4			
	Participation unknown 16-17 (%)	↓		7.9		2			
	Progression to higher education (% entered at 18 or 19)			23	●○○○	Aug 2017		Aug 2018	
Attendance	Overall absence - Primary (%)	↔		4	●○○○	4	●○○○	Mar 2017	
	Overall absence - Secondary (%)	↔		6	●○○○	6	●○○○	Mar 2017	
	Persistent absence - Primary (%)	↓		3	●○○○	2	●○○○	Mar 2017	
	Persistent absence - Secondary (%)	↓		8	●○○○	7	●○○○	Mar 2017	
Exclusions	Permanent exclusions (number of exclusions as % of number on roll)	↔		0.05	●●●○	0.05	●●●●	Jul 2017	
	Fixed period exclusions (number of exclusions as % of number on roll)	↑		4.99	●○○○	5.68	●○○○	Jul 2017	
Sufficiency of school places	Achieving a minimum of 2-3% surplus								
	85% first preferences								
LAC	Personal Education Plans completed on time (%)								
SEN	New EHC Plans issued within 20 weeks (% excluding exception cases)					87	●●●●	May 2017	
	CYP transferred from SEN statements to EHC Plans (%)					8	●○○○	May 2017	

LA rank key:

- 
- First quartile: Portsmouth ranked in top quarter of LAs nationally.
- 
- Second quartile: Portsmouth ranked in top half (but not top quarter) of LAs nationally.
- 
- Third quartile Portsmouth ranked in bottom half (but not bottom quarter) of LAs nationally.
- 
- Fourth quartile: Portsmouth ranked in bottom quarter of LAs nationally.

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KS4 - Attainment 8 and Progress 8

The horizontal axis shows the school's Progress 8 score.

Scores on the left hand side of the graph (negative Progress 8) are where pupils at the school have, on average, made less progress than those with the same prior attainment nationally.

Scores on the right hand side of the graph (positive Progress 8) are where pupils at the school have, on average, made more progress than those with the same prior attainment nationally.

The vertical axis shows the difference between the school's Attainment 8 score and the national Attainment 8 score.

Scores on the top section of the graph (positive Attainment 8 difference) are where the school's Attainment 8 score is higher than national.

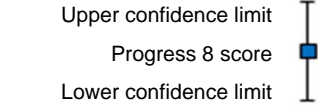
Scores on the bottom section of the graph (negative Attainment 8 difference) are where the school's Attainment 8 score is lower than national.

The national Attainment 8 score was 49.9.

Schools in the top right quadrant of the graph have better Attainment 8 and Progress 8 than national.

Schools in the bottom left quadrant of the graph have worse Attainment 8 and Progress 8 than national.

KS4 - Progress 8 with confidence intervals



If the lower confidence limit is above zero, the positive progress 8 score is statistically significant.

If the upper confidence limit is below zero, the negative progress 8 score is statistically significant.

If the confidence limits fall either side of zero, the progress 8 score is not significantly different to national.

A school will be below the floor if their progress 8 score is less than -0.5 (solid red line) and their upper confidence limit is below zero (dotted red line).

KS2 - Pupils achieving at least the expected standard and pupils achieving the higher standard

The diamond points show the percentage of pupils achieving the expected standard in reading.

The triangular points show the percentage of pupils achieving the expected standard in writing.

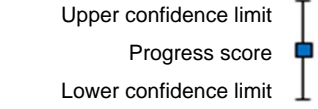
The circular points show the percentage of pupils achieving the expected standard in maths.

The bars show the percentage of pupils achieving the expected standard in all three subjects (reading, writing and maths).

The expected standard is a scaled score of 100 or more in reading and maths, and a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS) in writing.

A higher standard is a scaled score of 110 or more in reading and maths, and pupils assessed as 'working at greater depth within the expected standard' (GDS) in writing.

KS2 - Reading progress with confidence intervals, writing progress with confidence intervals and maths progress with confidence intervals



Progress scores are based on pupils' results compared to the national average for pupils with similar prior attainment.

The school's progress score for a subject is the average of their pupils' progress scores in that subject. National progress for each subject is zero (for mainstream schools only).

Portsmouth LA progress scores include mainstream schools only, they do not include special schools.

Positive progress scores are where pupils performed better than the national average for those with similar prior attainment.

Negative progress scores are where pupils performed worse than the national average for those with similar prior attainment. They do not mean pupils made no progress.

If the lower confidence limit is above zero (red line), the positive progress score is statistically significant.

If the upper confidence limit is below zero (red line), the negative progress score is statistically significant.

If the confidence limits fall either side of zero (red line), the progress score is not significantly different to national.

KS1 - Pupils achieving at least the expected standard and pupils achieving the higher standard.

The diamond points show the percentage of pupils achieving the expected standard in reading.

The triangular points show the percentage of pupils achieving the expected standard in writing.

The circular points show the percentage of pupils achieving the expected standard in maths.

The bars show the percentage of pupils achieving the expected standard in all three subjects (reading, writing and maths).

National combined reading, writing and maths is not published by DfE. These graphs use proxy national RWM data from the National Consortium for Exam Results (NCER).

The expected standard is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS).

The higher standard is pupils assessed as 'working at greater depth within the expected standard' (GDS).

EYFSP - Pupils achieving a good llevel of development

A pupil has achieved a good level of development if they have been assessed as "Expected" or "Exceeding" in all Prime, Literacy and Mathematics goals.

List of primary phase school names and DfE establishment numbers

DfE Number	School Name	DfE Number	School Name
2000	The Flying Bull Academy	2689	Cottage Grove Primary School & Nursery
2001	Beacon View Primary Academy	2690	Gatcombe Park Primary School
2003	The Victory Primary School	2694	Langstone Infant School
2004	ARK Ayrton Primary Academy	2697	Penhale Infant School
2005	Arundel Court Primary School	2698	Stamshaw Infant School
2006	Milton Park Primary School	2699	Wimborne Infant School
2007	ARK Dickens Primary Academy	2700	Langstone Junior School
2008	Copnor Primary School	2705	Wimborne Junior School
2009	Stamshaw Junior School	2707	Isambard Brunel Junior School
2637	Goldsmith Infant School	2709	Moorings Way Infant School
2644	Court Lane Junior School	2714	Fernhurst Junior School
2645	Meredith Infant School	2715	Meon Junior School
2648	Devonshire Infant & Nurture Assessment Unit	2716	Craneswater Junior School
2653	College Park Infant School	2719	Manor Infant School
2654	Meon Infant School	2720	Newbridge Junior School
2658	Northern Parade Junior School	2765	Portsdown Primary School
2659	Northern Parade Infant School	3212	St Jude's CE (C) Primary School
2665	Cumberland Infant School	3214	St George's Beneficial CE (C) Primary School
2666	Solent Junior School	3420	Corpus Christi RC (A) Primary School
2670	Westover Primary School	3422	St John's Cathedral Catholic Primary School
2673	Medina Primary School	3423	St Swithun's RC (A) Primary School
2674	Highbury Primary School	4303	Mayfield School
2677	Court Lane Infant School	5207	St Paul's RC Primary School
2679	Solent Infant School	5211	Lyndhurst Junior School
2680	Southsea Infant School		



**Meeting:** Education Advisory Board

**Subject:** Ofsted school inspections Autumn 2016 - summary

**Date:** 2<sup>nd</sup> February 2017

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

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

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**1. Purpose of report**

- 1.1 This report sets out the outcome of six Ofsted school inspections that were carried out by Ofsted during the Autumn Term 2016 and any targeted action the council is taking as a result of them.
- 1.2 The report also provides a summary of the overall position for Ofsted judgements across schools in Portsmouth.

**2. Recommendations**

- 2.1 It is recommended that members of the Education Advisory Board:
  - (i) **Note the outcomes of the school inspections that were undertaken in the Autumn term 2016**
  - (ii) **Endorse the school improvement support that is being provided by the council to St Jude's CofE Primary School and Mayfield School**

**3. Ofsted school inspections - Autumn 2016**

- 3.1 During the Autumn Term 2016 there were six Ofsted school inspections; one of which was a short one day inspection (section 8); and five of which were two day inspections (section 5). A summary of the inspections and outcomes is given in Table 1 below:

**Table 1: Summary of Ofsted school inspections in Portsmouth - Autumn 2016**

School (Academy Trust)	Type of inspection	Dates	Outcome
St Jude's CofE Primary School	Section 8 - changed to Section 5	20 - 21 Sept	RI (previously Good)
Mayfield School	Section 5	21 - 22 Sept	Good (previously RI)
Mary Rose Academy (Solent Academies Trust)	Section 8	1 Nov	Maintained Outstanding
Cliffdale Primary (Solent Academies Trust)	Section 5	17 - 18 Nov	Outstanding (previously Good)
Priory Academy (Bohunt Education Trust)	Section 5	23 - 24 Nov	Good (previously RI)
Charter Academy (ARK)	Section 5	30 Nov - 1 Dec	Maintained Good

### **St Jude's CofE Primary School**

3.2 St Jude's CofE Primary School was previously Good, but following the inspection in September was moved to Requiring Improvement. Key areas for improvement were identified as follows:

- *School self-evaluation is not sufficiently rigorous or accurate. Until recently, leaders, governors and staff have had a limited impact on raising standards.*
- *A few governors have an overly generous view of the school's effectiveness. Governors do not check aspects of the school's work rigorously enough or ensure full compliance, such as with administrative systems and the website*
- *The roles of some middle and subject leaders are underdeveloped.*
- *Teaching and learning within year groups and across the school is inconsistent, particularly in reading and mathematics*
- *Teachers do not make enough use of assessment information about their pupils to plan lessons that are consistently well matched to pupils' prior aptitudes and needs*
- *Pupils' knowledge of different cultures and faiths is limited*
- *Although pupils are mostly well behaved, a few are sometimes naughty in lessons*
- *When pupils become bored in lessons, they lose interest in their learning and at times distract others*
- *The proportion of exclusions for disadvantaged pupils is high*

### 3.3 Key areas for improvement were as follows:

*Increase the proportion of pupils that reach and exceed the expected standard for their age by the end of key stages 1 and 2, particularly in reading and mathematics, by:*

- *ensuring that there are rigorous and accurate checks on the learning and progress of the most able pupils, those from disadvantaged groups, those learning to speak English as an additional language and pupils who have special educational needs and/or disabilities*
- *improving pupils' knowledge of calculation, and ensuring that older pupils are confident in using and applying the four operations in mathematics*
- *developing pupils' comprehension skills and enriching their vocabulary*
- *providing pupils with a broad range of books that are well matched to their ability.*

*Improve the quality of teaching, learning and assessment so that it is consistently good or better across the school and within year groups, by:*

- *ensuring that teachers make good use of assessment information to plan lessons that cater appropriately for the interests and different aptitudes and needs of their pupils*
- *making sure that teachers check pupils' understanding, learning and progress during lessons*

*Improve the personal development and behaviour of pupils, by:*

- *increasing pupils' awareness of a range of cultures and faiths*
- *reducing the proportion of exclusions for disadvantaged pupils*
- *ensuring that lessons engage the interests of all pupils, and that teachers make sure pupils behave well in lessons*

*Improve the effectiveness of leaders, managers and governors, by:*

- *ensuring that school self-evaluation is always rigorous and accurate*
- *developing the roles of middle and subject leaders so they all contribute well to raising standards in their areas of responsibility*
- *ensuring that governors challenge and support leaders appropriately, especially about the quality of teaching and the progress made by different groups of pupils*
- *making sure that governors verify meticulously the school's administrative systems for recording the suitability of staff to work with children*
- *ensuring that the school is always compliant with the information it is supposed to have on its website.*

*An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.*

*An external review of the school's use of the pupil premium should also be undertaken to assess the effectiveness with which this additional funding is being used for.*

- 3.4 As a result of the inspection early discussions were held between the council and the school to address the areas for improvement. A summary of the action that is being undertaken is provided in the separate School Improvement and Portsmouth Education Partnership update report.

### **Mayfield School**

- 3.5 Mayfield School was previously Requiring Improvement but following the inspection in September was moved to Good. Key areas of strengths included:
- *The actions taken by leaders and governors in the last two years have focused effectively on ensuring that all pupils in the school make good progress*
  - *Across Years 7 to 11, pupils make more rapid progress than previously across the curriculum. GCSE results in 2016 were much better than in 2015. Consequently, pupils are now better prepared for their subsequent education, training and employment*
  - *The most able pupils are not always given work that challenges them regularly enough. This is because teachers do not have consistently high enough expectations of pupils' capabilities*
  - *In Years 1 and 2, pupils achieve well particularly in their reading and writing. Overall performance was above average in the phonics screening check in the last two years. Opportunities for pupils to apply their skills further are not fully provided*
  - *Early years provision is good, as its leadership and quality of teaching are effective. Children make good progress and are well prepared to start Year 1*
- 3.6 However, a number of areas for improvement were also identified which are summarised below.
- *Improve outcomes for pupils by:*
    - *Extending the school's training programme for teachers to ensure that teachers concentrate on what all pupils are expected to learn through activities that challenge and motivate them*
    - *Ensuring that the most able pupils always have tasks set for them that raise their expectations of what they can achieve*
    - *Setting tasks for pupils in Years 1 and 2 that allow them to apply more of the skills learned previously*
  - *Ensure that:*
    - *middle leaders are more consistent in how they use information about the progress that pupils make to monitor how effective overall provision is*
    - *senior leaders coordinate this work regularly and rigorously across both subject and pastoral teams.*

3.7 Despite moving from RI to Good, Mayfield School remains a Priority 1 school for targeted challenge and support from the council. Key actions that are being undertaken include:

- Support for the senior leadership team to help improve the quality of teaching through joint observations and work scrutiny of Ebacc subjects by Ofsted trained consultant
- Support for Science
- Support for English - includes participation in the English secondary network for teachers to include preparation for new exams and benchmarking of standards.
- Support in developing the KS2 curriculum with a particular focus on maths
- Support in preparing for the KS1 tests.

3.8 Mayfield School has also been identified by the Regional Schools Commissioner as a coasting school (the letter from the Regional Schools Commissioner is attached at Appendix 2)

### **Mary Rose Academy**

3.9 The Mary Rose Academy maintained its outstanding judgement. Ofsted inspections commented:

*The leadership team has maintained the outstanding quality of education in the school since the last inspection. Your continuing drive, commitment and passion for the school to provide the best possible care and education for the pupils have ensured that they thrive and make excellent progress. The school's aim to provide a rich and exciting curriculum is visible in the range of activities pupils experience. Leaders and staff successfully identify opportunities for pupils to succeed alongside other schools, whether special or mainstream".*

### **Cliffdale Primary Academy**

3.10 Cliffdale Primary Academy was previously Good but following the inspection in November was moved to Outstanding. Ofsted inspectors commented:

*The executive headteacher and her dedicated team of senior leaders have worked tirelessly to improve the school so that it provides an outstanding quality of education.*

*The school's creative curriculum is outstanding. This contributes to pupil's excellent spiritual, moral, social and cultural development. No opportunity is lost to ensure that pupils make excellent progress in a range of different subjects including art, pottery, sport and music.*

## **Charter Academy**

3.11 Charter Academy maintained its Good status. The School was Good across all measures with the exception of 16-19 study programmes which was judged to be Requiring Improvement. ARK has since made the decision to close the school sixth form due to issues regarding financial viability.

3.12 Ofsted inspectors commented:

*Throughout the school, staff are hard-working and committed to ensuring that pupils thrive, feel safe and achieve well. Leaders have created a culture of learning among the staff, who are keen to improve their skills. Staff feel well supported and appreciate the range of professional development opportunities, including training and coaching by Ark specialists. Newly qualified teachers are particularly well supported.*

*The curriculum is a strength of the school at key stages 3 and 4. It has been adapted to support the needs of the pupils better. For example, Year 7 pupils arriving at the school who are below expected levels participate in a 'fresh start' programme to provide extra support. If the pupils have not caught up, this provision continues into Year 8. In key stage 4, almost all pupils are studying a modern foreign language and most are studying a humanities subject.*

3.13 Key areas for improvement included:

- *Ensure that teachers challenge pupils to think deeply, particularly the most able.*
- *Embed leaders' work to improve attendance, especially for pupils who are persistently absent.*
- *Eliminate the remaining low-level disruption in lessons.*
- *Strengthen students' performance in academic subjects in the sixth form*

## **Priory Academy**

3.14 Priory Academy was previously Requiring Improvement but following the inspection in November was moved to Good. Ofsted inspectors commented

*Leaders know their school well. They accurately evaluate its strengths and weaknesses and take effective action when needed. As a result, the school has improved quickly over the last year. Pupils, parents and staff talk enthusiastically about the significant difference that leaders have made. Parents refer to the school as having a 'positive buzz within the community'. Robust action taken by leaders has tackled underperformance successfully in most subjects. As a result, pupils' progress is accelerating, notably in core subjects such as English and mathematics*

*The curriculum meets pupils' needs well, ensuring a breadth and focus in key stage 3 on the basic areas such as literacy, where many pupils are behind on entry. Leaders have developed the key stage 4 curriculum so that there is*

*now a good range of pathways for pupils to choose from. Guidance for pupils is effective when they move on to post-16 courses, apprenticeships, training or enter the world of work.*

#### **4. Overall summary**

- 4.1 In Portsmouth, 84% of inspected schools are now either Good or Outstanding (77% of all schools) and 84% of pupils are taught in inspected schools who are at Good or Outstanding (73% of all pupils). Appendix 1 provides a series of graphs and charts which show the trends between December 2015 and December 2016 and comparisons between August 2016 and December 2016.

#### **Appendices:**

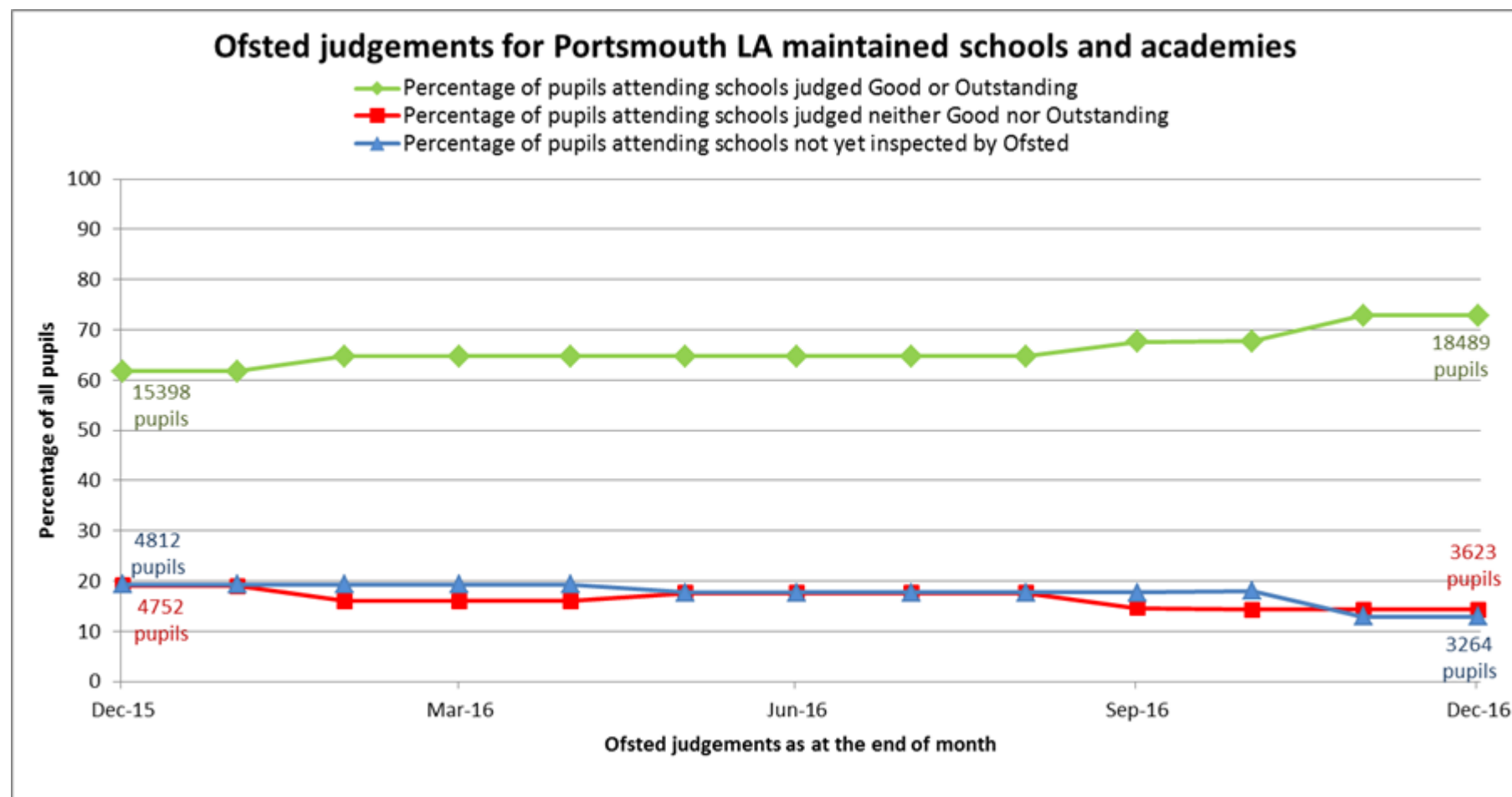
**Appendix 1 - Ofsted judgements for Portsmouth LA Maintained Schools and Academies**

**Appendix 2 - Letter from the Regional Schools Commissioner to Mayfield School**

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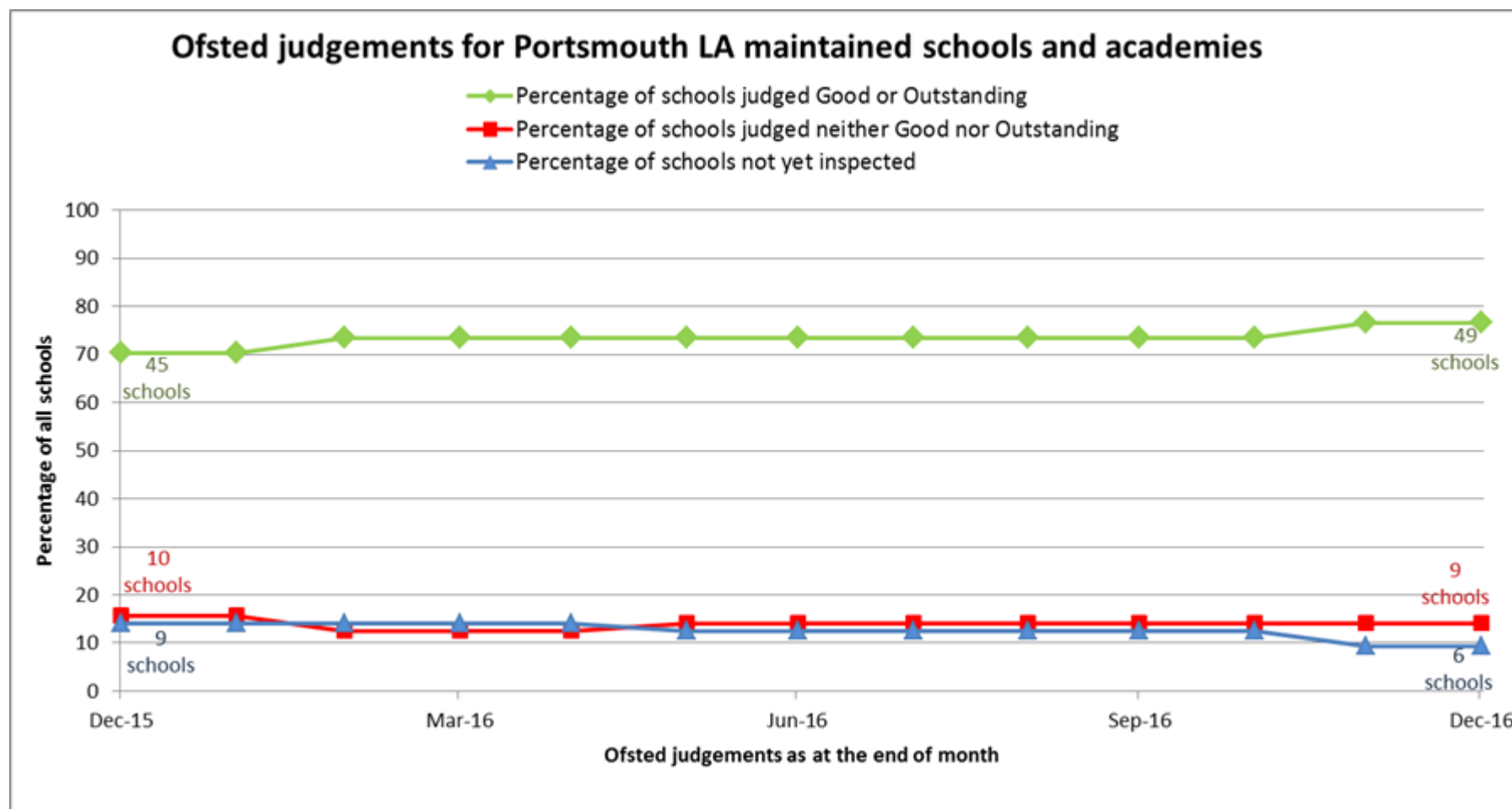
## Appendix 1

Change in Ofsted judgements from end of December 2015 to end of December 2016.



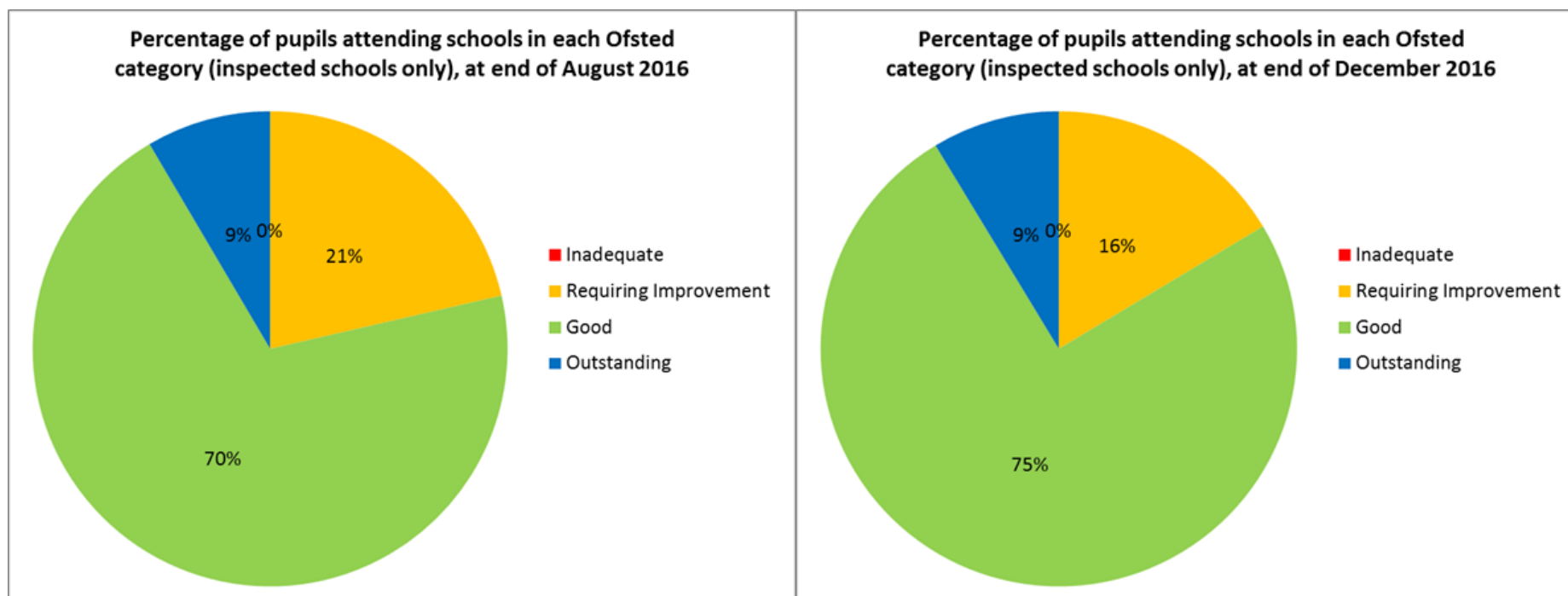
Percentage of pupils out of all pupils (including those at schools that have not yet been inspected).

Change in Ofsted judgements from end of December 2015 to end of December 2016.



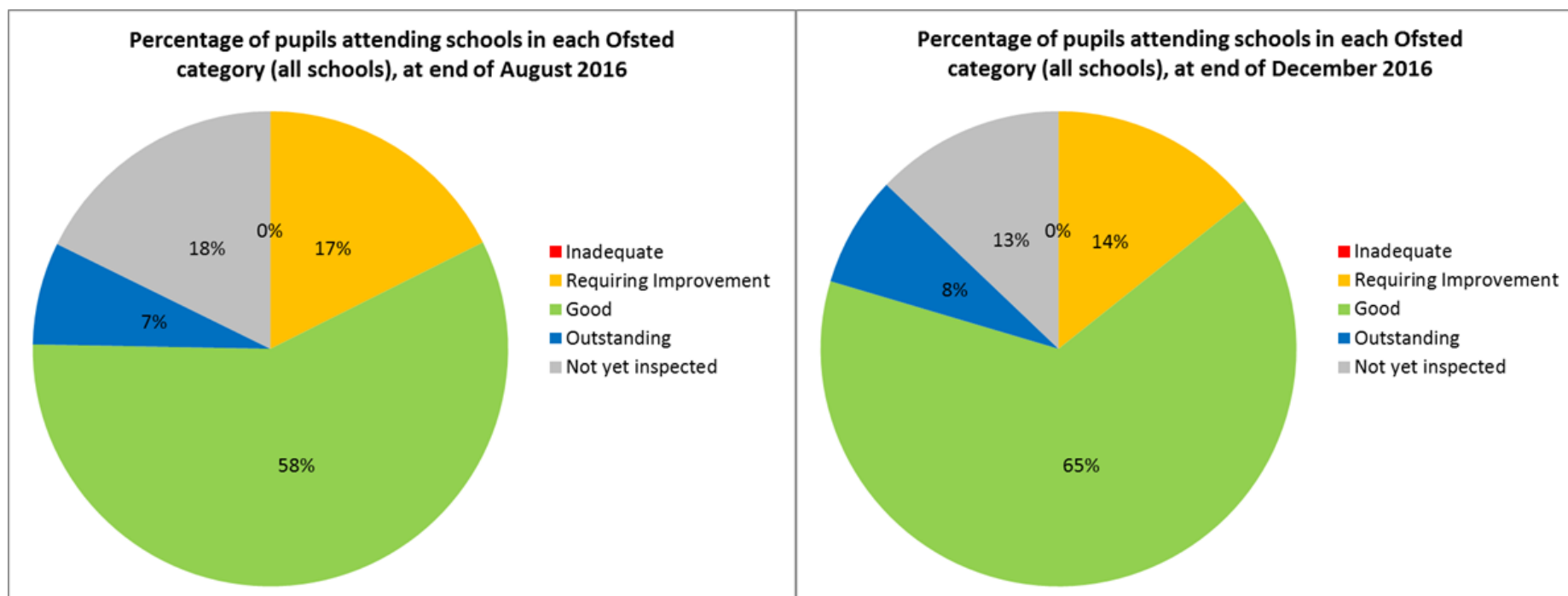
Percentage of schools out of all schools (including schools that have not yet been inspected).

Autumn term change in judgements from end of August 2016 to end of December 2016.



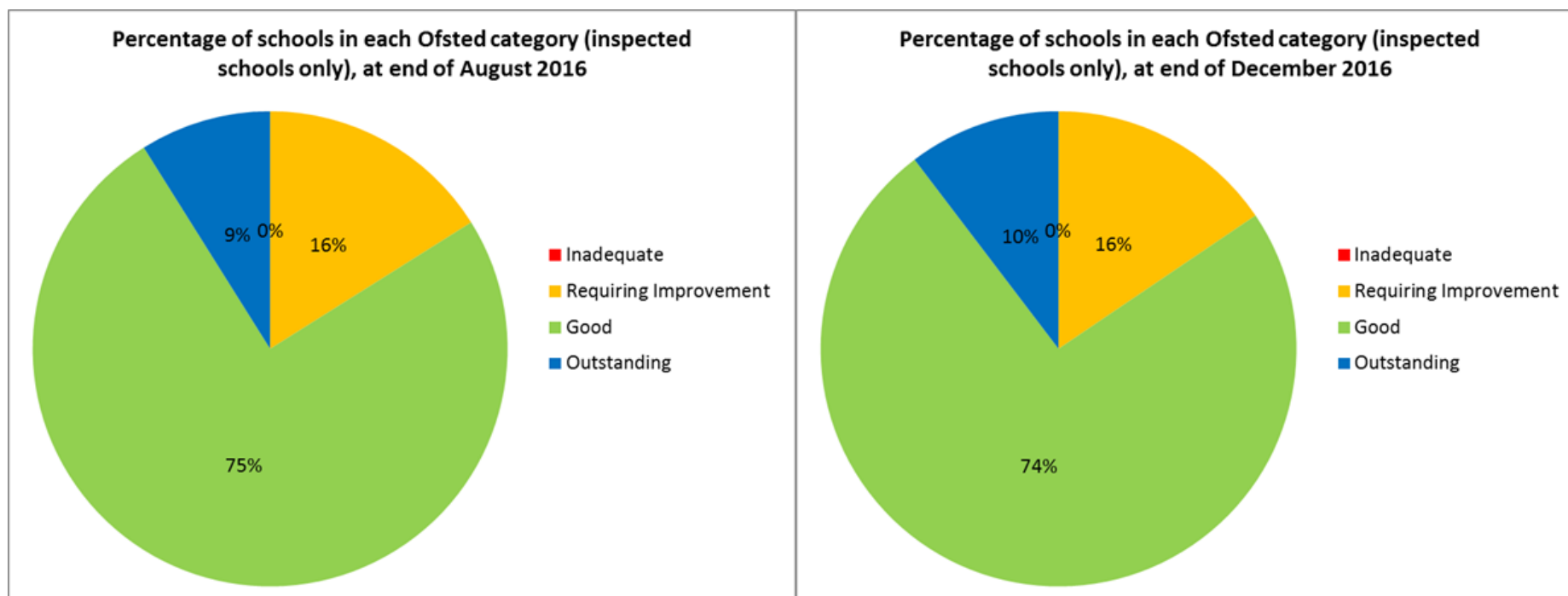
Percentage of pupils out of pupils at inspected schools only.

Autumn term change in judgements from end of August 2016 to end of December 2016.



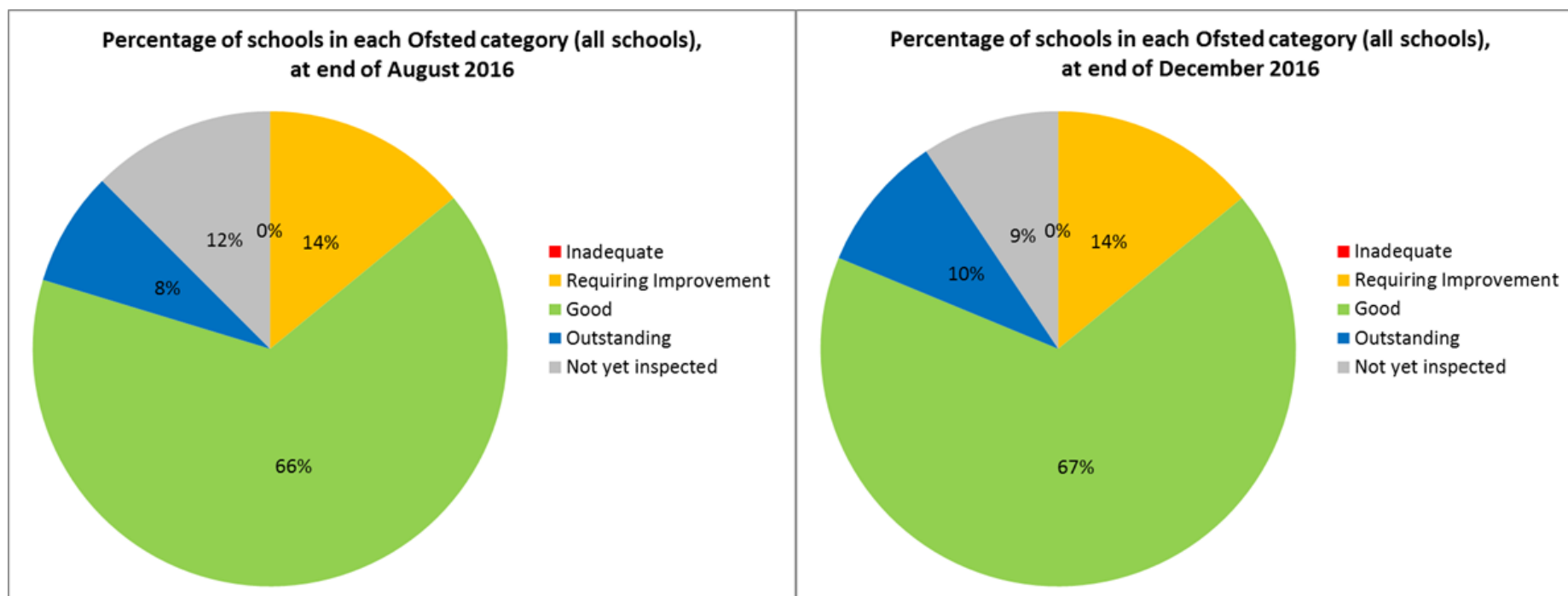
Percentage of pupils out of all pupils (including those at schools that have not yet been inspected)

Autumn term change in judgements from end of August 2016 to end of December 2016.



Percentage of schools out of inspected schools only.

Autumn term change in judgements from end of August 2016 to end of December 2016.



Percentage of schools out of all schools (including schools that have not yet been inspected).



Department  
for Education

Sara Williams  
Chair of Governors  
Mayfield School  
Mayfield Road  
North End  
Portsmouth  
PO2 0RH

24 January 2017

### **How we will support your school in response to it meeting the coasting definition**

I am writing to you because your school meets the coasting definition based on its performance in 2014, 2015 and 2016. This letter sets out how we would like to work with you to ensure your school has the support it needs to deliver the best possible outcomes for pupils.

The Department for Education introduced the coasting definition to help the Secretary of State to identify schools better where pupils are not fulfilling their potential so that these schools get the focus and support that they need to improve. The coasting school definition has been agreed by Parliament and published at:

[gov.uk/government/publications/primary-school-accountability](http://gov.uk/government/publications/primary-school-accountability) (primary);  
[gov.uk/government/publications/progress-8-school-performance-measure](http://gov.uk/government/publications/progress-8-school-performance-measure) (secondary).

I would like to reassure you that meeting the coasting definition is the starting point for discussion. My team and I would like to work with you and the local authority to agree with you what, if any, additional support you might need. My colleagues met with headteacher David Jeapes in November to understand the wider context of Mayfield School and to discuss its available options. As a result of ongoing discussions, I might conclude that:

- your school is supporting pupils well and that no additional support is required;
- you already have a sufficient plan and the capacity to improve your school - and do not need any additional support;
- your school would benefit from additional support, for example from a National Leader of Education or through a partnership with another school.

The Secretary of State also has the power to take formal action in a coasting school, such as a sponsored academy solution. We expect however that this will only happen in a small minority of cases and only when improvement cannot be brought about in any other way.

As a starting point for our discussions, I would welcome any information you can provide on the points below. You may already have a plan in place that covers some or all of these areas, in which case please feel free to provide this as part of your response:

- The specific reason(s) why you believe your school has met the coasting definition;
- If appropriate, the action you have already taken or plan to take to address these issues and bring about the necessary improvements - and the impact that this has had;
- If you believe you would benefit from additional support, the type of support you think would help your school to improve, including if a discussion about joining an academy trust would be helpful.

I would be grateful if you could provide a response to me at the email address above within 15 working days of receiving this letter. I, or a member of my team, will then be in touch to discuss the best way forward for your school.

I look forward to receiving your response and to working with you to ensure your school has the support it needs to improve outcomes for the young people it serves. The Schools Causing Concern Guidance ([gov.uk/government/publications/schools-causing-concern-2](https://www.gov.uk/government/publications/schools-causing-concern-2)) contains more information about what will happen when a school is identified as coasting.

In the meantime, I would like to take this opportunity to thank you for your continued efforts to provide the best possible education for the young people educated at your school.

To be aware, I am copying this letter to your school's headteacher, Portsmouth City Council and Ofsted.

Dominic Herrington,

Regional Schools Commissioner, South East and South London