

NOTICE OF MEETING

EDUCATION ADVISORY BOARD

MONDAY, 3 JULY 2017 AT 4.00 PM

CONFERENCE ROOM A - SECOND FLOOR, CIVIC OFFICES

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Membership

Councillor Hannah Hockaday (Chair)

Councillor Suzy Horton

Councillor Neill Young

Diocesan representative - Church of England

Diocesan representative - Roman Catholic

Teacher Liaison Panel representative

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

AGENDA

1 Apologies for absence

2 Declarations of interests

3 Minutes of the last meeting - 2 February 2017 (Pages 3 - 8)

The minutes of the last meeting on 2 February 2017 are attached for approval.

**4 Portsmouth Education Partnership and School Improvement - update
(Pages 9 - 56)**

The purpose of the report is to provide 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**
- (ii) **Endorse the draft Education Strategy for Portsmouth which is currently out for consultation**
- (iii) **Endorse the school improvement support that is being provided by the council for Priority 1 and 2 LA Maintained Schools**

5 Ofsted inspections - update on recent inspections and overall position for the city (Pages 57 - 74)

Purpose of report

This report sets out the outcome of 7 Ofsted school inspections that were carried out by Ofsted during the Spring and Summer terms 2017 and any targeted action the council is taking as a result of them.

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:

- (i) **Note the outcomes of the school inspections that were undertaken in the Spring and Summer terms 2017;**
- (ii) **Endorse the school improvement support that is will be provided by the council to Milton Park Primary School as set out in paragraph 4.16.**

Agenda Item 3

EDUCATION ADVISORY BOARD

MINUTES of the meeting of the Education Advisory Board held on Thursday, 2 February 2017 at 4.00 pm in Conference Room A, Civic Offices, Portsmouth City Council

Present

Councillor Neill Young (in the Chair)
Councillor 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
Hilary Loder, Independent Chair of the Portsmouth Education Partnership Shadow Strategic Board
Jo Peach, Director of Learning - Portsmouth Teaching School Alliance

1. Apologies for absence

Apologies for absence were received from Catherine Hobbs, Roman Catholic Diocese representative and Councillor Suzy Horton.

2. Declarations of interests

There were no declarations of interest.

3. Minutes of the last meeting - 30 September 2016

RESOLVED that the minutes of the meeting held on 30 September 2016 be agreed as a correct record.

4. School Improvement and the Portsmouth Education Partnership - update

(TAKE IN REPORT)

Mike Stoneman introduced Jo Peach, Director of Learning - Portsmouth Teaching School Alliance and Hilary Loder, Independent Chair of the Portsmouth Education Partnership (PEP) Shadow Strategic Board, who were in attendance today.

Mike introduced the report and advised that since the last Education Advisory Board in September a lot of progress had been made with the Partnership. The partnership was formally launched on 4 November 2016 and there had been very good attendance at the event. Following the launch a number of groups and sub groups had been established:

- Initial Teacher Training, Recruitment and Retention
- Operational Group (School Improvement)

- Inclusion
- Curriculum networks to support English, Modern Foreign Languages and Maths
- Behaviour and Attendance Group.

There is a half day workshop scheduled for 7th February which will help to develop the priorities of the PEP. It will also give the opportunity to reflect on progress and shape the way going forward. Approximately 60 people had confirmed their attendance at the workshop which was very positive.

Councillor Young asked about the remit of the inclusion group. Alison Jeffery, Director of Children's Services, advised that she had attended the first meeting of the group earlier today. The group had a very broad remit but has two main strands of work 1) the importance of SEN provision in schools and 2) the emotional health and wellbeing of children.

Mike then suggested to the chair that it might be useful for Hilary Loder to provide the Board with her thoughts on how the PEP is working so far.

Hilary advised that she had found the last Strategic Board meeting very exciting. She had been impressed with the breadth of knowledge and the range of people who are involved, which reflected that the people all have an interest in lifelong learning. She felt that the strategic board had found its vision which was pooling resources. There is currently enormous duplication within the education system however the PEP provides the opportunity to be cohesive and collaborative to ensure best practice and help reduce repetition. The PEP also links to a very real understanding of fact we are in a period of transition. Hilary felt that these messages are becoming more widespread and the PEP had real power and momentum moving forward. The PEP was unique as it has managed to engage with academy partners. In response to a question she felt that the feeling of many schools was one of natural scepticism which would occur until the value of the PEP is understood.

Jo Peach added that the Initial Teacher Training Teacher Recruitment and Retention (ITT) group meeting had been very productive and was an excellent example of everyone having the same aim and pulling together to recruit and retain good teachers. Mike Stoneman added that at this meeting, four task and finish groups had been established which would be led by schools. The results of their findings would be fed back to the next ITT meeting.

Councillor Purvis referred to his comments made at the last EAB meeting and asked whether the governance arrangements of the PEP would be considered at a future meeting. He felt it was important that a TLP representative and governors were invited to attend to get buy in from all. He also felt that it was important that meetings are held in public and the minutes of the meeting are available online. Mike advised that the governance and membership of the group would be looked at in more detail. He also advised that there is a link to the PEP minutes on the Portsmouth City Council website and a TLP representative attends the ITT meetings.

Education Strategy for Portsmouth

Mike advised that the draft strategy had been recently shared with the strategic board and over the next 4-6 weeks the final version would be circulated for consultation. The aim was to have the final strategy in place by the summer term.

Councillor Young said that previously the council had received criticism from Ofsted due to the number of strategies and said that it was important that there was something to underpin the strategy. Mike advised that the strategy was a succinct document that was underpinned by action plans. It was important that the strategy has a wide readership and this will be promoted. The aim was that there would be a version of the strategy for parents, one for children etc. The final version of the strategy would come back to this Board for discussion.

Councillor Purvis felt that the structure of the Strategy was good and echoed councillor Young's comments about the importance of an action plan to underpin the strategy.

School improvement support update

Under the auspices of the PEP, schools have been categorised for a discussion about support using the PEP Performance Dashboard during the autumn term. The priority rating of 1 to 3 (with 1 being the highest priority) dictates the amount of support LA maintained schools will receive from the LA through the Portsmouth Teaching School Alliance (TSA).

Jo Peach explained that a lot of detailed work had taken place to establish the dashboard information. The RAG rating is based on data from 2016 so is fairly limited and just provides a snapshot. There were 18 LA maintained schools that were either priority 1 or priority 2. All priority 1 schools had been visited last term and all priority 2 schools would all be visited this term, there were four more visits to take place. All other maintained schools are categorised as priority 3 and schools will be contacted about areas identified as red requesting an explanation or action to address these areas.

Jo advised that one of the common themes she had discovered from her discussions with the schools was the recruitment and retention of teachers. In response to a question from Councillor Young, Jo advised that they had not completed a study of the retention rate of teachers but she knew this was a challenge that schools were facing. Councillor Young felt that it would be good for the ITT Group to undertake a survey of how long teachers are staying in post and their reasons for leaving. Helen Reeder added that when teachers' left, an exit interview used to take place to establish their reasons for leaving. She felt it would be worth bringing this back to understand the themes.

Councillor Young referred to the scrutiny review that the Education, Children and Young People Scrutiny Panel (chaired by Councillor Purvis) had completed a couple of years ago, that had looked at how effectively pupil premium was being spent. He asked Jo whether she had any thoughts on this. Jo advised that she felt that pupil premium in Portsmouth was being spent effectively and was being spent on areas such as mental wellbeing, social development and supporting children with absence issues. These

areas do not have an immediate impact on academic outcomes but will help with improved attendance and better engagement in lessons. It was likely that the impact of the pupil premium would therefore be seen more in the next couple of years.

In response to a question from councillor Young regarding the impact of the Education, Health and Care Plans (ECHPs), Jo advised that schools had not reported to her any issues of turbulence because of the introduction of these. Mike Stoneman added that there is an issue in terms of pupils on SEN support in maintained schools which is apparent when we are compared to our statistical neighbours.

Jo summed up the future plans of the PEP. Councillor Young thanked Jo and said that the update had been very useful and the work that had been completed had been very forensic. Alison Jeffery added that the council were hugely appreciative of the support that the TSA had given the council and also thanked Mike Stoneman for his support and hard work in improving school improvement in Portsmouth.

Mike Stoneman advised that he had two case studies of schools who had received support from Jo. One had been identified as a priority 2 school following a recent Ofsted inspection and the other school had been identified as a priority 1 school. As these were business confidential the Chair advised that the meeting would need to move into exempt session to briefly discuss these.

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

The meeting was then moved back into open session. Hilary Loder said that the PEP was a very unique partnership and it was refreshing that the PEP is continuing to support schools who are considering converting to an academy.

RESOLVED

- (1) The Chair noted the progress made to establish the Portsmouth Education Partnership and the preparation of an Education Strategy for Portsmouth**
- (2) Endorsed 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

(TAKE IN REPORT)

The report was introduced by Mike Stoneman who advised that six Ofsted school inspections had taken place in the autumn term which were listed in table 1 in the report.

Jo Peach explained that for Mayfield School had been rated as good, its previous rating had been requires improvement. A number of areas for improvement however had been raised which the TSA were helping the school with. Councillor Young referred to Mayfield now being an all through school and asked which area was identified as the most need for improvement. Jo advised that KS4 had been identified by Ofsted as the area needing the most focus for improvement.

Mike Stoneman referred to Cliffdale Primary Academy's rating of outstanding and said that this was pleasing particularly as it was previously rated as good and the inspection before that it was rated as special measures. In response to a question, Mike advised that the school had been sponsored by Solent Academies Trust for the last three years and to move from special measures to outstanding in four years was an excellent achievement. In response to a question regarding if the school was having similar issues with the recruitment and retention of teachers, Jo explained that the school were very creative in terms of recruitment and had a 'grow your own' approach so that teaching assistants are encouraged to become teachers and they are recruiting good teachers from within which was very pleasing to see.

With regard to secondary schools Mike advised that Priory School had moved from Requires Improvement to Good. There are still some issues with attendance and exclusions however this is improving. Councillor Young said that he was encouraged to see that Priory had moved out of the Requires Improvement category.

Charter Academy maintained its Good status. The only area of concern had been the 16-19 study programmes however ARK have since made the decision to close the sixth form due to financial viability issues and would not be enrolling any students for the sixth form after September.

Mike drew attention to the graphs in appendix 1 of the report. These showed that there are now 75% of pupils attending schools rated as good and 9% of pupils attending schools rated as outstanding. This is pleasing however overall standards are below the national average.

Councillor Young said that he was encouraged to see the building blocks in place however still need to see outcomes for pupils improving.

RESOLVED that the Education Advisory Board

- (1) Noted the outcomes of the school inspections that were undertaken in the Autumn term 2016**
- (2) Endorsed 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

Councillor Young asked Board Members if there were any items they would like for future meetings. Councillor Purvis said that it would be useful to revisit the strategic conversations from the previous meeting, particularly as the environment is changing with more schools moving to academies. Officers advised that they could provide a report on this and update the Board on the number of academy orders and the future

It was also suggested that a representative from the Regional Schools Commissioner be invited to the next meeting

The Board Members noted the date of the next meeting which was Thursday 22 June 2017 at 4pm.

The meeting concluded at 5.20 pm.

Councillor Neill Young
Chair

Agenda Item 4



Meeting: Education Advisory Board

Subject: Portsmouth Education Partnership and School Improvement - update

Date: 3rd July 2017

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

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

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**
- (ii) Endorse the draft Education Strategy for Portsmouth which is currently out for consultation**
- (iii) 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.

- 3.3 On 4th November 2016 the Portsmouth Education Partnership was launched following a consultation between 5th September and 21st 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. A half day workshop was held on the morning of 7th February at Highbury College. A summary of key outcomes from the workshop are given at Appendix 3.
- 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.
- 3.5 At the last PEP Strategic Board meeting it was agreed to continue with the current structures but to invite wider engagement and membership. A communication has been sent to school leaders and other partners to encourage this a copy of which is given at Appendix 4.
- 3.6 The structure is now as follows:
- **Strategic Board** (chaired by Hilary Loader)
 - **School Improvement Board** (chaired by Simon Graham, Headteacher of St Edmund's Catholic School)
 - **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)
 - **Behaviour and Attendance Group** (chaired by Simon Graham)
 - **Post-16 Forum**
 - **Subject Networks to support English, Maths, Science and Modern Foreign Languages** subject leads (led by Portsmouth Teaching School Alliance and the Solent Maths Hub)
- 3.7 In a relatively short space of time the PEP has already delivered some notable achievements. These include:
- Development of much **closer links and working relationships** between the Local Authority, Multi Academy Trusts, the Portsmouth Teaching School Alliance and the Regional Schools Commissioner (including a new RSC-led protocol on involvement in the work of the PEP by academies and MATs)
 - Agreement of a draft **Portsmouth Education Strategy** for improving outcomes for children and young people, as a basis for consultation with schools and other stakeholders
 - Development of a **PEP website** (to be launched shortly) as a vehicle for improved communication

- Appointment of a full time **Partnership and Schools Inclusion Manager** (from 1st September 2017) who will drive forward the next phase of the PEP's development and the work of the Inclusion Group
- Development of a **collaborative school improvement programme** led by the School Improvement Board that has established clear and accountable arrangements to support sector-led school improvement and harness the expertise of system leaders in the city and beyond. This has included the development of a PEP Performance Dashboard and a School Support Directory
- As part of the school improvement programme, **a new approach to implementing the local authority's continuing school improvement responsibilities**, through which a larger number of LA maintained schools are being targeted for support, drawing on a wider range of national, regional and local resources
- A clear and coherent set of proposals for use of the national **Strategic School Improvement Fund** (bids for the first round to be submitted by 23 June 2017) which meet local priorities and has extensive sign up from both LA maintained schools and academies
- Establishment of **subject networks** in English, Maths, Modern Foreign Languages and Science
- Endorsement of a city wide strategy for promoting **whole school approaches to wellbeing and resilience**, developed in partnership with NHS Child and Adolescent Mental Health Services (CAMHS)

Education Strategy for Portsmouth 2017 - 2020

- 3.8 An initial working draft of the Education Strategy for Portsmouth was presented to the Education Advisory Board in February 2017. The strategy has now been updated following discussion the PEP Strategic Board and presentations to the Children's Trust Board, Portsmouth Children's Safeguarding Board and the Parent and Carer Board. The strategy has now gone out for consultation which is due to end on 28th July 2017. A copy of the final draft is given at [Appendix 1](#).
- 3.9 The strategy is based on ten strategic objectives with a set of priorities under each priority. These in turn are linked to a number of other strategies and action plans which are cross referenced where appropriate. The ten strategic objectives are as follows:
- SO1: Preparing children and young people for life and work beyond school
 - SO2: Ensuring that all children get the best possible start through effective early nurture at home and high quality early years education
 - SO3: Raising school standards through collaboration, challenge and support
 - SO4: Recruiting, retaining and growing the best teachers and leaders
 - SO5: Strengthening the curriculum across all key stages through a sustained investment in continuous professional development

- SO6: Promoting emotional health, wellbeing and resilience in education
- SO7: Collectively working together to ensure all pupils regularly attend school so they can realise their potential
- SO8: Meeting the needs of children and young people with special education needs and disabilities
- SO9: Ensuring young people have the best possible opportunities for post-16 education and higher education, including apprenticeships
- SO10: Investing in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children

3.10 A final version of the strategy will be published on 1st September 2017.

4. School Improvement Support update

- 4.1 Under the auspices of the Portsmouth Education Partnership (and through the School Improvement Board), schools have been prioritised for school improvement support using the PEP Performance Dashboard.
- 4.2 In the Autumn, all LA Maintained Schools were 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, have had positive discussions with MAT CEO/Leads about their improvement plans and sharing strengths across the city.
- 4.3 Details of the support provided are given at [Appendix 2](#).

Appendices:

Appendix 1: Final draft of Education Strategy for Portsmouth

Appendix 1a: Education Data

Appendix 2: School Improvement Update: Portsmouth Education Partnership

Appendix 3: Summary of key outcomes from PEP workshop held on 7th February 2017

Appendix 4: Next steps: widening engagement and membership of the PEP



**An education strategy
for Portsmouth 2017 - 2020
*Pulling together - achieving more***

1. Context

Portsmouth is a densely populated city with a growing economy and high aspirations. The city has a proud history of industrial and technological innovation, linked particularly to its docks and its deep continuing ties to the Royal Navy. Regeneration over the last 10 years has brought significant physical development, enhanced tourism and a raft of new enterprises. Over the next ten years thousands of new jobs are expected to be created in the city, concentrated in a number of key sectors including advanced manufacturing and engineering, marine technology and tourism.

The challenges for education in the city are clear. Nearly a quarter of the city's children live in poverty, with the figure even higher in some areas. There is long standing under achievement particularly by White British boys. One fifth of pupils are from black or minority ethnic groups with most of these speaking English as an additional language; over 100 languages are spoken by pupils attending Portsmouth's schools. Expectations of what many young people can achieve - their own, their parents' and those of their community - are often too low.

Whilst the challenges are significant, the city benefits greatly from a dedicated, talented and diverse workforce within education and children's services who are passionate about improving life chances for children in the city. Children are expertly supported by skilled professionals including teachers, school and college 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. The result is that despite the challenges, many Portsmouth children leave education well placed to take advantage of the increasing opportunities created by the recent investment in and strong economic development of the area.

Data on achievement levels shows clearly that many young people are much less well placed, and significant improvement is still required to match the levels of performance achieved in other parts of the country with similar challenges. In recent years, however, strong leadership has begun to make a real difference to achievement levels across a number of city schools, academies and colleges. While progress is not yet consistent across the city, there is growing confidence that a relentless focus on the quality of teaching, setting higher expectations and building the resilience of children and young people and their families can change more lives and increasingly build the strong culture and expectation of success which the city needs.

Together with this confidence there is also widespread recognition that the biggest gains will be made by developing a strong collective schools led **improvement system** for the city in which:

- All schools receive regular constructive challenge and support from highly skilled education professionals, so that they are helped to match the best anywhere in the country
- All schools can exploit to the full, the advantages of their proximity to each other, for rapid and easy access to appropriate local expertise and moral support

- All schools can help to shape effective city-wide policies and services designed to provide targeted support where required for individual children, including those with special educational needs, and to build resilience and commitment to education across their shared community.

There are two important vehicles through which education leaders in the city are collaborating to create this new improvement system. These are:

- a) The Portsmouth Education Partnership
- b) Strong and effective Multi Academy Trusts

The Portsmouth Education Partnership (PEP)

The Portsmouth Education Partnership (PEP) has been set up to bring together Multi Academy Trusts, individual schools and academies, colleges, early years settings, the Regional Schools Commissioner, the University, the Dioceses, the EBP and Portsmouth City Council to drive improved attainment and opportunity for all children and young people across the city. The development of the Partnership was supported by significant engagement with schools over the spring and summer of 2016 and a review of models in other areas of the country. It was launched in November 2016 and its initial operation debated further at a workshop for all schools in the city in February 2017. The Partnership remains under development with plans this year to extend the involvement in its activities of different sectors and individuals, and for new communication and practice sharing tools. Development will also continue to be informed by practice elsewhere and all ideas and suggestions are very welcome. To contribute ideas please get in touch with the Partnership by emailing: pep@portsmouthcc.gov.uk

This new education strategy has been drawn up through the Partnership. It explains the actions that are being taken to address together key priorities for the city. Our detailed plans are continually being updated so this strategy sets out a **high level summary of strategic objectives and key priorities** with cross references and links to other documents and action plans.

The PEP is linked to the overarching Children's Trust arrangements for Portsmouth which bring together all agencies whose work affects the lives of children, young people and families, including: social care, the NHS, the Police, DWP, the voluntary sector, Solent LEP and others. As a key priority for the city, all Children's Trust partners are determined to work together to achieve a step change in educational achievement and life chances for all young people. The contributions of partners are reflected in the detail of this strategy.

Multi Academy Trusts (MATs)

In Portsmouth, all schools are encouraged over time to become part of a strong Multi Academy Trust (MAT). Through MATs schools are able to receive stronger support and challenge, and closer collective development with other schools, than has been possible through the local authority alone, particularly as funding for the school improvement role of local authorities has reduced. The best MATs, working not in isolation but within a strong, wider partnership and accountability

framework, provide a robust and resilient operating framework for individual schools.

National advocacy of the academy model has not always represented accurately the position of local authority maintained schools or recognised the positive relationships between those schools and their local authority over many years. Evaluation of the model has been complicated by the starting points of many individual academies and the evolution of MATs in recent years. MATs have also on occasions been in competition with each other, and have not always worked closely together. These factors have inevitably affected perceptions of the potential value of the model. In Portsmouth, however, there is an increasingly widely shared consensus that, especially when operating as part of an effective city wide education partnership, the MAT model - both in principle and on the basis of local evidence of impact to date - offers the best prospect of achieving the step change in success for young people which all partners agree is needed.

The City Council and the Regional Schools Commissioner are currently working together on the development of MATs for Portsmouth with the aim that all MATs operating in the city:

- Act as strong engines for school improvement, bringing in support and challenge from outside the city as well as from within
- Promote the smoothest possible transition for children and young people between different stages of education
- Are committed to inclusive practice which enables all children and young people in the city to succeed, supporting academies to work together with other academies in the city to ensure no one falls through the net
- Are committed to working together creatively, through the Portsmouth Education Partnership, for the benefit of children and young people

2. Shared values and commitment

As members of the Portsmouth Education Partnership - schools, academies, Multi Academy Trusts, colleges and post-16 providers, early years settings, the University, Teaching Schools, the Education Business Partnership, the Local Authority, the Regional Schools Commissioner and Dioceses are all 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 and young people first at all times
- Ensuring no child should fail to reach their educational potential because of disadvantage or vulnerability
- Ensuring no schools are left isolated
- Ensuring all our joint actions add value, are evidence based and as far as possible are preventative rather than a response to crisis
- Respect for the specific roles of different members of the Partnership

3. Vision

Our vision is that through working together we can ensure:

- All children and young people, whatever their background and circumstances, should be confident, resilient, enthusiastic and successful learners, understanding the pathway they are following towards, and well prepared for, a productive, resilient adulthood and active membership of their communities
- Portsmouth is a stimulating, energising, happy and popular place for teachers and other school to staff to work, where their development is fostered, their career ambitions met and their workloads kept manageable
- There is an increasingly strong dialogue between the education and business sectors through which schools/academies and colleges can maintain a detailed understanding of the different opportunities through which they need to prepare young people, and their pathways towards those opportunities, and the business sector contributes imaginatively to the development of both the skills and confidence of individual children and the education offer provided to them.

4. Strategic objectives and key priorities

As already stated, our detailed plans are continually being updated so this strategy sets out a high level summary of strategic objectives and key priorities with cross references and links to other documents and action plans. The strategy comprises ten strategic objectives:

SO1: Preparing children and young people for life and work beyond school

SO2: Ensuring that all children get the best possible start through effective early nurture at home and high quality early years education

SO3: Raising school standards through collaboration, challenge and support

SO4: Recruiting, retaining and growing the best teachers and leaders

SO5: Strengthening the curriculum across all key stages through a sustained investment in continuous professional development

SO6: Promoting emotional health, wellbeing and resilience in education

SO7: Collectively working together to ensure all pupils regularly attend school so they can realise their potential

SO8: Meeting the needs of children and young people with special education needs and disabilities

SO9: Ensuring young people have the best possible opportunities for post-16 education and higher education, including apprenticeships

SO10: Investing in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children

Our key priorities on each of these objectives are set out in the rest of this strategy. These priorities will be **updated on an annual basis** to reflect progress and any changes that may be required.

Strategic objectives

SO1: Preparing children and young people for work and life beyond school

The focus on achieving academic qualifications by the end of Key Stage 4 is obviously important, but preparing children and young people for further education (refer to SO9) and work and life beyond school is also vital, and indeed, will support academic achievement.

National research undertaken by the Education Employers Task Force revealed that young people who can recall four or more meaningful encounters with employers whilst at school, have on average 18% increased earnings and are less likely to become NEET. Disadvantaged pupils have better life outcomes through increased opportunities to engage with a wider range of employers. 60% of businesses told the CBI that young people lack the skills to succeed, but only 40% of schools manage one encounter with an employer each year. In the Solent region 33% of employers report 16 year olds as being poorly prepared for work and 24% said the same of 17 and 18 year olds.

It is important that young people are aware of what that the future jobs will be. The economy of Portsmouth and the Solent region is growing. Taking into account replacement demand and expansion, job growth in the next decade is expected to exceed the growth in the working age population. The pipeline of skills in the labour market is a cause for concern, particularly with regard to high level and technical occupations and in meeting the demands of growth sectors in sectors such as advance manufacturing, defence, aerospace, marine, visitor economy/tourism, construction and real estate, distribution and transport.

The removal of the statutory duty for schools to provide work related learning (work experience) has led to a reduction in employer contacts. The national decline in young people at school having Saturday jobs has contributed to a worrying trend of a reduction in work experience and employer contacts. However, today more schools are recognising the benefits of engaging with business and the importance of good careers education. Alongside this businesses need ways to address their corporate social responsibility agendas and benefit enormously from engagement with schools in terms of the professional development of their staff and informing young people of the job opportunities in their sector.

In response to the challenges above there is already a lot happening in Portsmouth, but far more needs to be done.

The government funded **Careers and Enterprise Company** has a national remit to identify what works in careers and enterprise education and to promote and support this work, particularly in geographic areas that are identified as 'cold spots'. Their initial initiative, the **Enterprise Adviser Network** is being rolled out nationally. Volunteers from businesses (Enterprise Advisers) are working closely with senior leadership teams in local schools to support them in developing their careers and enterprise strategies and employer engagement plans. In Portsmouth, supported by

Solent LEP and EBP South, the majority of secondary schools in the City have already been matched with an Enterprise Advisor.

EBP South's **Activate Mentoring Programme** has been providing 1:1 business mentor support for pupils in Years 10 and 11 who are not achieving their potential. The programme has shown to improve a young person's confidence, self-esteem and attendance at school which in turn has had a positive impact on progress and attainment. EBP South's **Learn Excel Aspire Programme (LEAP)** is another example of businesses working with schools (in the case Year 9 and 10) providing a six week programme of support, developing employability skills (e.g. working with others, communication skills, time management, social media and work and presentation skills) and ensuring young people have a better understanding of what employers expect in the workplace.

EBP South works closely with the Portsmouth business initiative '**Shaping Portsmouth**' which is strongly promoting links between education and business. As a result of this work, Portsmouth has successfully run an annual '**Get Inspired**' event, showcasing the wide range of future employment and career opportunities to young people. The partnership has also developed a '**Guess my Job**' programme with many of the city's primary schools providing opportunities at a young age to experience the world of work and to meet employers. EBP South's other opportunities to inspire primary aged children to learn about the world of work include the **Maths Challenge Day** at the Mary Rose Museum and the **3-day STEM fair**.

Portsmouth College has been running a **volunteer work placement programme in primary schools** where students have provided support to pupils in terms of curriculum assistance and pastoral help and advice. This builds on their extensive work experience, enterprise and volunteering programme. There is a desire to extend this work to develop a Portsmouth Scholars Scheme and roll out student to student mentoring across Year 7 to Year 13, to include University undergraduates working with Level 3 college students.

The Southern Universities Network offers a significant opportunity for Portsmouth to support the delivery of a **National Collaborative Outreach Programme** which aims to increase the proportion of young people from disadvantaged backgrounds entering higher education. This will include specific support for young people from vulnerable groups including Looked after Children and Care Leavers. This will build on the programme of work the University of Portsmouth already offers primary and secondary schools through the **Up for Uni** banner

The promotion of social action by young people will be developed further, building on the success locally of the **National Citizenship Scheme** run by Pompey in the Community and promoting the **#Iwill** campaign led by 'Step up to Serve'.

Key priorities:

- a) Provide multiple opportunities for pupils during their school and college life to engage with the 'world of work' through career inspiration activities (talks, visits to

- employers, hands on activities), real experiences of the workplace, and enterprise activities
- b) Through Shaping Portsmouth and EBP South develop a city wide work experience programme for 16 to 19 year olds and an experience of work programme for Key Stage 4 pupils
 - c) Provide greater opportunities to develop employability skills through mock interviews, CV writing, social media, team work and presentation & communication skills
 - d) Expand the programme of 1:1 mentoring in the city to increase the confidence and motivation of pupils and improve their awareness of the world of work
 - e) Expand the volunteer work placement programme that is currently run by local colleges and the University across both primary and secondary schools
 - f) Work with the Southern Universities Network to support the delivery of the National Collaborative Outreach Programmes to increase the proportion of young people from disadvantaged backgrounds entering higher education.
 - g) Support children and young people to make a contribution to local communities through local community projects, the National Citizenship Service (NCS), #Iwill campaign and local volunteering

SO2: Ensuring that all children get the best possible start through effective early nurture at home and high quality early years education

Every child in Portsmouth deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

As a city we have high expectations for children at the end of their foundation stage and high expectations of **early years settings** who deliver provision across the city. All settings will be encouraged to take a strongly directive approach to ensuring that vulnerable children, in particular, experience a varied programme of activities, to give a high priority to ensuring regular one to one communication with children who need it most, and to provide as much support and encouragement as possible to help parents nurture their children's well-being and development at home

Portsmouth is fortunate in having a wide range of high quality early years provision. There are approximately 90 childcare providers on non-domestic premises (e.g. nurseries and pre-schools), over 100 registered childminders and 10 school nursery classes. 97% of the registered provision has been judged by Ofsted to be good or outstanding.

However, there are increasing demands being placed on providers to secure **sufficient childcare for working parents** and secure early years provision to meet the entitlements for 2 year olds (free of charge for some 2 year olds) and 3 and 4 year olds provision (free of charge for all up to 30 hours a week). We want to ensure that parents have the opportunity to access employment, volunteering and training

as a result of the childcare provision that is available, which in turn will help to address economic disadvantage and have and lead to positive outcomes for children. It is therefore vital that we maintain and maximise the potential of the existing high quality early years provision and establish new high quality provision to meet future demand.

We want to ensure that the outcomes at the end of the foundation stage as measured by the **Early Years Foundation Stage Profile (EYFSP)** continue to improve. The latest figures for 2016 show that Portsmouth is slightly above the national average for the proportion of children achieving a good level of development (69.6% compared to national average of 69.3%) and that children on FSM (60% v 54%) and SEN Support (31% v 26%) do better in Portsmouth than nationally.

The quality of early years settings is important but equally the support of **health visitors** can have a profound impact on outcomes and we will be strengthening this support to the most vulnerable families by providing extra support at home around attachment, emotional wellbeing and communication development. This forms part of our work in terms of the implementation of the Prevention and Early Help Strategy ([insert link](#)) and the Stronger Futures Programme ([insert link](#)) to ensure the right support is provided for the right families at the right time.

Over the next few years **children's centres will be redeveloped with the support of local communities into Family Hubs (pre birth to 19)**, through which volunteers and local community organisations can make use of facilities and provide opportunities for social activities of different kinds. Through the 'Portsmouth Together' programme and partnership working with local voluntary organisations, we significantly step up the recruitment and support of volunteers building on the resource of dedicated volunteers that already exist across the city.

Key priorities:

- a) Provide continued challenge and support for early years settings and schools (teachers and teaching assistants) including a range of continuing professional development opportunities
- b) Maximising the potential of existing high quality early years provision and establishing new high quality provision to meet future demand
- c) Making the most effective use of our Health Visiting service to strengthen early parenting support including practical help for parents to develop the communication skills of their children
- d) Increase the availability and marketing of on line support for parents of young children
- e) Recruiting more volunteers to help run activities at Family Hubs (former Children's Centres), with a focus on communication skills and emotional and social development

SO3: Raising school standards through collaboration, challenge and support

85% of schools are now Good or better compared to just 50% five years ago, no schools are below floor standards at KS2 and KS4, yet despite a trend of improvement, Portsmouth remains well below national averages for attainment and progress at KS2 and KS4 (refer to Appendix 1).

To make the step change that is required to improve standards and accelerate the progress of our pupils will require a collaborative approach that is based on a future model of all schools being part of a Multi Academy Trust, but whereby all MATs and academies within MATs continue to work together under the auspices of the Portsmouth Education Partnership to maximise the resources available, draw on system leadership capacity across the city, and share best practice and pool expertise.

To this end, the PEP has embarked on a **collaborative programme of school improvement** led by the PEP School Improvement Board 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 and Teaching Schools. 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 a schools led self-improving system supported by effective system leaders and curriculum/subject networks and continuing professional development (CPD) (refer to SO4) which encourages school to school support and local and external peer review. This includes further expansion of the **Challenge Partners (CP) Hub** in Portsmouth which supports in-depth reviews of schools through this nationally recognised programme of peer challenge and support. Through CP, the **Challenge the Gap** programme is also being delivered providing a whole school approach to improving the academic performance of disadvantaged pupils.

The School Improvement Board has led on the development of a **Performance Dashboard** underpinned by a set of data based criteria which schools can use, alongside other tools, to help assess where their strengths and areas of development might be compared to national benchmarks for academic outcomes. The dashboard is also being used to determine the prioritisation of support from the Local Authority in terms of LA Maintained schools, the delivery of which has been outsourced to the Portsmouth Teaching School Alliance. Key priorities identified include a focus on: improving outcomes for pupils on SEN support in mainstream schools; narrowing the gap between disadvantaged pupils in Portsmouth compared to non disadvantaged national; improving outcomes for White British boys across all key stages; and realising the potential of our most able pupils.

A collaborative PEP bid to secure funding from the national **Strategic School Improvement Fund** has been developed by members of the School Improvement Board as part of the first round of bidding, addressing many of the priorities highlighted above.

Early work has begun on a **School Support Directory** which gives details of system leaders (e.g. National, Subject and Local Leaders of Excellence (NLEs, SLEs, LLEs) and National Leaders of Governance (NLGs)). This will be extended under the work of the Partnership to give details of the work of system leaders and the impact on raising standards in Portsmouth's schools.

The focus on improving outcomes for pupils in our schools also extends to the work of the **Virtual School** and improving outcomes for children who are looked after whether they be in Portsmouth's schools or in schools outside of the area ([link to Annual Report and Action Plan for 2016/17](#)). The Virtual School takes a lead role in ensuring that all children who are looked after have educational provision that meets their needs and that they receive the support they need to fulfil their potential, removing any barriers and ensuring every child has a Personal Education Plan which is reviewed at least once a term.

The Local Authority is working closely with the Regional Schools Commissioner to oversee a **smooth and co-ordinated 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:

- a) 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
- b) 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
- c) 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
- d) Further development of the PEP School Support Directory as the collaborative school improvement model in the city expands
- e) Improving outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, white British boys, children who are looked after and pupils on SEN Support
- f) 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
- g) 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.

SO4: Recruiting, retaining and growing the best teachers and leaders

The shortage of teachers is a continuing challenge for the education sector in England particularly in certain subject areas and in certain regions, including the South East and Portsmouth. The dramatic rise in pupil numbers (refer to SO9) means that more teachers are needed than ever before. The Partnership has established a Teacher Recruitment & Retention Group to address this issue.

In the primary sector, teachers teach across each area of the curriculum so need a wide range of subject knowledge, but schools in Portsmouth often lack science and maths expertise. In the secondary sector there are shortages in maths, design & technology, physics and modern foreign languages, despite the availability of government funded bursaries to support specific subject areas.

Work is already underway to **recruit more teachers**. Through the Partnership, two recruitment fairs are being held each year in January and June. Innovative solutions such as Quantum Scholars are being trialled in order to recruit high quality overseas trained secondary mathematics and physics teachers, with CPD, led by Solent Maths Hub.

Through the Portsmouth Teaching School Alliance, funding has been made available this year to support returning teachers back to the classroom via the NCTL's **Returners Engagement Programme** with a focus on modern foreign languages, maths and physics.

Whilst recruiting new teachers must be a priority, greater emphasis needs to be placed on **retaining our teachers**. One third of teachers in Portsmouth do not stay beyond the fifth year and many leave the profession altogether. There is recognition by the Government that unmanageable workloads are a key factor in teachers considering leaving the profession. Work is underway to review how we can reduce teaching workload including the time spent on marking and planning for lessons. Fair Workload Charters have been adopted in a number of cities such as Nottingham, Coventry and Barnsley.

In order to raise the status of the teaching profession and to improve retention, teachers must be entitled to high quality, relevant continuing professional development (refer to SO4) including a focus on subject specific knowledge and skills to allow teachers to continually develop their practice and to create future leaders.

Emphasis needs to be placed on '**growing our own**' in terms of the development of existing teachers but also the promotion of teaching as a career, raising the profile of teaching in our primary, secondary and special schools.

Initial Teacher Training (ITT) is also being reviewed. Currently ITT is undertaken either via a higher education institute led route or a school-led route. School-led routes include salaried options (School Direct or Teach First) or fee based options

(School Direct or School Centred ITT). The proportion of teachers entering the profession via the school-led route has increased to 55%. The current diversity of ITT routes has benefits, but the sheer variety is causing confusion, and in some cases unnecessary competition and overlap.

We know also that improvements will only be achieved where there is **strong leadership and governance** in our schools. 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 challenge in Portsmouth, particularly in the primary sector.

The city needs to develop great leaders at all levels through blended coaching, face to face training and online learning. This will need to include: aspiring leadership programmes for groups of teachers preparing for their first leadership role; middle and senior leaders ready for whole school responsibility; development of high potential senior leaders who have the talent and commitment to become headteachers within 2-3 years; and programmes for aspiring or existing Executive Headteachers and CEOs of multi academy trusts.

Work is underway with **Ambition School Leadership (ASL)** to establish a **middle leadership development hub** in Portsmouth from September 2017 in both primary and secondary to help schools build leadership capacity and local networks.

The role of governance is going through some changes as schools convert to academy status and the Local Authority steps away from the provision of universal support for governor services as part of a shift to a self-service model. However, priority will be given to the development and deployment of **National Leaders of Governance (NLGs)** and to strengthening the link between governance and school improvement including access to robust data and analysis.

Key priorities:

- a) Continue to run the two annual teacher recruitment fairs in Portsmouth
- b) Develop promotional literature alongside a package of incentives in order to promote teaching opportunities in Portsmouth, encouraging teachers to apply for local positions and for teachers to return to the profession
- c) Investigate how teachers can be supported to re-locate to the City
- d) Focus on key shortage areas that require a more focussed and innovative approach (e.g. specific subject areas and senior/middle leadership), including the recruitment of overseas teachers and teacher returners
- e) Review how we can reduce teacher workload and publish a Fair Workload Charter for Portsmouth
- f) Develop high quality CPD that will encourage teachers to stay in Portsmouth and develop as future leaders (refer to SO5)
- g) Raise the profile of teaching in the city and promote the benefits of taking up a career in teaching, with an emphasis on 'growing our own'
- h) Improve the co-ordination/coherence and impact of ITT in Portsmouth and seek to increase the supply of places at Portsmouth's schools for ITT
- i) Working with the Teaching Schools and MATs develop great leaders at all levels from aspiring leadership programmes to prepare teachers for their first leadership

role to programmes for aspiring or existing Executive Headteachers and CEOs of MATs working across several schools

- j) Establish a middle leadership development hub in Portsmouth working jointly with Ambition School Leadership and the Portsmouth Teaching School Alliance
- k) Facilitating access to high quality sources of governance support for schools, academies and MATs, with NLGs delivering targeted work to improve governance arrangements.

SO5: Strengthening the curriculum across all key stages through a sustained investment in continuous professional development

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 in post-16 education and the proposed shift to academic and technical options and a continued rise in apprenticeships (refer to SO9).

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. Support is required for teachers at all stages of their career from NQT to leadership positions. This needs to extend to Teaching Assistants and Governors / Trustees. An investment in continuous professional development also encourages teachers to remain with schools and become part of a pipeline of future senior leaders (refer to SO4). Collective planning of CPD opportunities led by Teaching Schools and Multi Academy Trusts working under the auspices of the Portsmouth Education Partnership will support collective curriculum planning, reduce the need for staff to travel out of the city for CPD and maximise the resources that are available.

The Portsmouth Education Partnership has identified **English, Maths, Science and Modern Foreign Languages** as key priorities for 2016/17 and networks for subject leads have been established for all these areas.

Led by the Solent Maths Hub there has been a significant investment and focus on **maths** CPD in Portsmouth in 2016/17 including work in Early Years, SEND, Primary, Secondary and Post-16 (Level 2 and Level 3). The number of maths SLEs has been increased providing support across our schools, particularly with respect to primary schools due to the number of inexperienced maths teachers that exist. A Lead Teachers Group in Primary involving 18 teachers from Portsmouth's schools will create a number of 'lead experts' who can be deployed to improve subject knowledge.

Two maths work groups have been established for **Early Years** led by an experienced practitioner and there are opportunities for staff to complete the NCETM Professional Development Lead Support Programme - Early Years.

SLEs have been leading 'teaching for mastery in maths', training **Primary** Mastery Specialist Teachers in four primary schools. This has been extended to **secondary**,

involving three secondary schools in the city. Secondary twilight networks have been established focusing on the new GCSE curriculum and development of reasoning and problem solving at Key Stage 3 in order to encourage pupils to think mathematically, articulate their reasoning and solve problems in a range of contexts.

For **post-16** one of the most challenging issues in maths is at level 2 and the issue around GCSE retakes. Two work groups have been established focusing on Developing Reasoning and the NCETM PD Lead programme for FE.

Led by the Portsmouth Teaching School Alliance, there has been a strong focus on **English**. The Portsmouth English Network (PEN) is gathering pace from its inception in October 2016 and plans are now being implemented to provide a range of training and network opportunities for English leads and teachers across the City. Additional SLEs from Primary and Secondary settings have been appointed to work with existing SLEs in the city on developing our English provision.

A Primary **Modern Foreign Languages** Hub has been established by the University of Portsmouth with expertise from Cottage Grove Primary School. Secondary CPD is also being made available through the University and language upskilling is available through TSST which is being run by the Portsmouth Teaching School Alliance in conjunction with the University of Southampton.

The **Science** Hub is in the process of being established, building on the successful STEM project led by a science SLE from St Edmund's Catholic School. 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.

As well as the statutory training for external moderators to support **KS1 and KS2 assessment and moderation** in the city, a range of CPD opportunities have been arranged in 2016/17 including Richer Reading for Greater Depth for KS1 and KS2 English leads; phonics transition training for KS2 and KS3 English leads; and English subject enhancement training led by SLEs from all phases.

The city already has a very successful **NQT programme** with over 100 NQTs in the city having regular training sessions; and in addition there are a series of well-attended twilight workshops specifically targeting **recently qualified teachers** (RQTs) who also enjoy the networking opportunities.

Through the Portsmouth Teaching School Alliance support is being provided to Teaching Assistants through the Maximising the Impact of **Teaching Assistants** programme (MITA), a national programme which is supported by the Education Endowment Foundation.

Key priorities:

- CPD in the city will focus on identified needs including:
 - Support for teachers of pupils with SEND in mainstream schools through PSENSP

- Support to close gaps for key groups of pupils including disadvantaged, white British boys, most able pupils
- Support for transition, particularly KS1-2 and KS2-3, and particularly in terms of maths and literacy
- Continue to develop a wide range of CPD to reduce gaps in performance of key groups e.g. Challenge the Gap programme
- Develop further the collaborative network meetings and CPD for English, maths and MFL leads
- Expand the CPD programme for English specialists for all phases, especially focusing on KS1-2 and KS2-3; and support with the new GCSEs
- Expand the CPD programme for maths specialists for all phases, especially focusing on: teaching for mastery in primary and secondary; deepening understanding in primary maths; pedagogical and subject knowledge; and mathematical reasoning at KS3; support with the new GCSE; and extensive professional development in Early Years
- Extend the subject networks to include other areas, including humanities and arts
- Expand the support for Teacher Assistants through the MITA programme
- Work with the data team to offer training for governors in data analysis and SEF preparation

SO6: Promoting emotional health, wellbeing and resilience in education

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 wellbeing, both for children and young people, and for our teachers and leaders, needs to be at the heart of all that schools and other education settings 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.

A review of recent evidence into children and young people's mental health, *Missed Opportunities*, highlighted a gap between children's needs and their access to help and support. There is also good evidence that a very real difference can be made to the life chances of children by intervention at the very first sign of symptoms. Promoting wellbeing and building resilience have unequivocal benefits to the long term outcomes for children and young people; this gives universal settings a moral duty to make this a priority. Schools are also judged by Ofsted on how effectively they provide for the personal development, behaviour and welfare.

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 have been working on a whole school approach to promoting good mental health. *A Strategy for Improving Wellbeing and Resilience in Education*

([insert link](#)) has been published, building on the strong work already being done in many schools and colleges across the city. The implementation of the strategy is a key element of the Portsmouth Education Strategy and will be led and overseen by the Inclusion Group. The key strands in the strategy are as follows:

- **Whole school approach** - developing a culture of positive emotional health and wellbeing which is owned by the school community recognising that everyone in an education setting has a role in supporting wellbeing. This includes the development of a joined up approach within schools and across schools to ensure opportunities are not missed, duplication is avoided and information can be shared.
- **Restorative schools** - building on an existing strategy led by the Multi Agency Teams to adopt a Restorative Practice model of working based on strong evidence that restorative practice in schools can make a real impact on behaviour, attendance and bullying. A number of schools in Portsmouth are acting as trailblazers of this approach.
- **Anti-bullying** - bullying remains one of the top concerns that parents have about their children's safety and wellbeing; preventing and tackling bullying is fundamental to promoting wellbeing. *Portsmouth's Anti-Bullying Guidance and Resource Pack* ([insert link](#)) provides a comprehensive range of information, resources and contacts to help schools develop effective anti-bullying practices.
- **Building resilience and reducing stigma** - misconceptions about mental health and the fear of stigma prevent many young people from seeking help early. The strategy reinforces the need for a shared language and culture around mental health; and the delivery of high quality PSHE across all schools
- **Staff training and supervision** - in order for staff to effectively support pupils in their learning and development, they need to feel they are themselves supported and are given training to support emotional health and wellbeing, planned as part of a whole school approach.
- **Self-help and peer support** - good access to effective self-help strategies and resources can help to promote wellbeing, prevent mental ill health and provide early support. The strategy highlights the importance of online resources and friends which young people will often turn to first. Many schools offer structured peer support providing training and high quality supervision to enable young people to support one another and let adults know when they have concerns about a peer
- **Working with parents** - parents regularly turn to schools as a source of advice and information when they are worried about their children. In addition to the support that a school might provide, signposting parents to reliable sources of information can support self-help, early identification and intervention
- **Additional and specialist support** - most schools in Portsmouth have trained Emotional Literacy Support Assistants (ELSAs) who provide additional support for pupils. Many ELSAs work with CAMHS to providing ongoing support in schools following or pending a CAMHS referral. Schools have identified a gap between what an ELSA can routinely offer and the threshold for CAMHS intervention. The priorities below will aim to narrow this gap and the new Wellbeing Service, U Matter, will provide an additional layer of support in secondary schools and colleges.

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 PEP and the 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 ([insert link](#)) sets out the approach taken to supporting families in the city.

The Strategy for Improving Wellbeing and Resilience in Education highlights the fact that in many schools and settings a lot of good practice is already in place. An increased level of awareness of the resources available and a co-ordinated approach across the city will enable other schools and post-16 providers to rapidly build on and develop their own practice to improve outcomes for children and young people. The priorities set out below reflect this ambition.

Key priorities:

- a) Improving access to specialist services including direct work with young people and advice and consultation for professionals
- b) Providing a central source of up-to-date information for professionals working in education and better information and advice for young people and parents and carers
- c) Improving the communication between different agencies and schools, between schools and within school communities
- d) Making training available and accessible to schools and post-16 providers including basic awareness training for all staff and targeted training for pastoral and case holding staff
- e) Promoting self-help and peer support for children, young people and parents and carers
- f) Ensuring the contribution of all Children's Trust partner agencies to promoting emotional wellbeing and school attendance is monitored and reviewed on a regular basis

SO7: Collectively working together to ensure pupils regularly attend school so they can realise their potential

In recent years the city has seen improvements in attendance rates, achieved through hard work by schools, parents, communities and partner agencies. An **Attendance Strategy** is already in place ([insert 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.

However, the fact is that Portsmouth's pupils do not attend school as regularly as their peers nationally and there is therefore still considerably more work to do. In 2015/16 there were 2,939 pupils (12.8% compared to a national average of 10.5%) who were persistently absent (below 90%) and 262 (1.14%) who were chronic absentees (i.e. are absent more than 50% of the possible sessions).

By not attending school regularly children and young people are leaving themselves vulnerable to risks which can reduce their life chances. For example those who do not attend school regularly are more likely to leave school without any qualifications and will leave themselves at risk of other poor outcomes including poverty, long term unemployment, criminal involvement, alcohol and substance misuse and social isolation and mental health problems. Furthermore, poor attendance affects the ability of schools to set high standards and an appropriate pace of work for other pupils.

The cumulative impact of absence on attainment can be stark. For example, by being away for a two week holiday every year and having an average number of days off for sickness and appointments, then by the time a child leaves school at 16, they will have missed a year of school. If a child is 15 minutes late each day, that will mean they lose just over 10 teaching days in a year.

For those children and young people who are the most vulnerable, regular attendance at school can be a challenge, yet school may be the only safe and consistent part of their lives. Away from the safety and security of school, young people are more at risk of abuse and exploitation, taking part in criminal activity and missing out on support for special educational needs and mental health problems.

Ultimately parents and carers are responsible for making sure children attend school regularly, but schools clearly have a responsibility to motivate and support pupils so that they do not miss out on education. Those responsibilities extend to other partner 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. In this regard it is important that schools know how to access support from the three Multi Agency Teams in the city, particularly with respect to pupils who have chronic non-attendance where a plan should be in place to help them return to school.

Close working with Health partners will also be important. 52% of all absences from Portsmouth schools in 2015/16 were due to health related issues, by far the largest single reason for absence. Work has started on the development of school nurse traded service for schools with a focus on reducing school absence due to health related issues.

The **Virtual School** has recently introduced **Welfare Call** in order to improve attendance of children who are looked after. Welfare Call provides a comprehensive attendance reporting system via daily communications between schools and the Virtual School ensuring that issues can be addressed quickly.

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:

- a) Supporting parents so they can meet their responsibilities to ensure their child(ren) attend school regularly
- b) Working with schools to ensure there is effective management of school attendance in place as part of a whole school approach in which sustained improvements can be made
- c) Ensure all key partners are involved in identifying children who are at risk of becoming persistently absent at the earliest possible stage, and putting in place effective approaches, assessments and plans for pupils
- d) Developing a new approach to reducing health related absence, through a school nurse service for schools
- e) Maintain the high profile of key attendance messages in the community that encourage pupils to regularly attend and do well at school; and help parents to understand the impact that being absent from school has on the life chances of their children and when their child should be well enough to return to school after an illness.

SO8: Meeting the needs of children and young people with special education needs and disabilities

The Children and Families Act 2004 introduced significant changes to the way services are provided for children and young people with special education needs and disabilities (SEND) and their families. This included: joint commissioning of services across education, health and social care; publication of a 'local offer' of services available; implementation of a new multi agency co-ordinated statutory needs assessment process to identify the education, health and social care needs of children and young people with the most complex special educational needs and disabilities to be set out in a statutory Education, Health and Care Plan (EHCP); a new duty on health to deliver the health element of the plan; and for those who have an EHCP to have the option to request a personal budget.

In Portsmouth, partners are working hard to successfully **implement the reforms in compliance with the new SEN Code of Practice**; this includes planning for a complete transfer from the current system to the new system by April 2018.

Alongside the introduction of the new system there are **existing pressures on SEN provision** including demand for school places to meet some areas of need (refer to SO9), as well as the pressures on the budget that is available to resource provision through the High Needs Block of the Dedicated Schools Grant (DSG).

A detailed city wide **SEND strategy** ([insert link](#)) is in place and has been agreed by the Portsmouth Children's Trust Board and Health and Wellbeing Board. The strategy seeks to implement the reforms, promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and support their families. Effective implementation of this strategy, including a

strong partnership with parents and carers, is a priority for all agencies. There are six strands to the strategy:

1. Promote good inclusive practice across all education settings to improve outcomes
2. Successful implementation of the SEND reforms
3. Effective joint commissioning to improve outcomes
4. Co-production, embedded as a way of working with children, young people and their parents and carers
5. Early identification and early support for children with SEND and their families
6. Effective preparation for adulthood and smooth transitions to adult services

The Portsmouth Education Strategy will be focussing on the first strand of the SEND strategy '**promoting good inclusive practice**' within universal services for 0-25s, including schools, colleges and early years settings, and will be overseen by the PEP's **Inclusion Group**.

Portsmouth currently has a higher proportion of children with an EHCP (3.1% compared to the national average of 2.8%), although the proportion of children receiving SEN support is in line with the national average. Added to this, the following is increasing:

- Requests for statutory assessment
- Requests for element 3 funding as a result of annual reviews and assessments
- Requests to place pupils in specialist provision
- First tier tribunals as a result of managing the above pressures
- Pupils being placed in independent special schools outside of Portsmouth

The most common primary area of need in primary schools is communication and interaction difficulties (including speech, language and communication needs and Autism). In secondary schools, the most common primary area of need is social, emotional and mental health difficulties.

Portsmouth mainstream schools are now better resourced to deliver inclusive practice and make provision for SEND. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded and since 2009 all SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools. Portsmouth's SEN funding formula now makes resources available to schools in order to make up to the first £6,000 of additional and different provision, the local authority commissions specialist teaching advice and support for training to mainstream schools.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream. The converse is only true for pupils who require highly specialist provision because they have such significant or complex needs. However, more than half of Portsmouth's pupils with statements or EHCPs are educated in special schools or specialist inclusion centres attached to mainstream schools, which is more than the national average.

Another key concern is the educational attainment of pupils in mainstream schools who are on SEN support. Across KS2 and KS4, data analysis shows that all pupil groups by SEN underperformed compared to the same groups nationally in 2016, however the biggest gaps were for pupils with SEN support.

A key priority therefore is to improve services in order to increase inclusion and ensure that needs are met wherever possible and appropriate from ordinarily available provision so that targeted and more specialist support can be provided for those who most need it.

We will work with commissioners to promote inclusive practice and ensure that the eligibility criteria for services promotes inclusion and with providers to ensure that all services contribute to the shared outcomes of increased school attendance and reduced fixed period exclusions from school for children with SEND, by ensuring that there are clear pathways in place to resolve issues of managing inclusion particularly in relation to social emotional and mental health difficulties, alongside the Future in Mind work that is progressing (refer to SO5).

We will build capacity within universal services through the provision of outreach, support and workforce development to increase the confidence and competence of practitioners in meeting the needs of children with SEND. We will celebrate and further promote good inclusive practice in the city through the annual Portsmouth Inclusion Conference.

Key priorities:

- a) Develop a shared ethos of inclusion across the city and promote and celebrate good inclusive practice
- b) Effective delivery on a consistent basis of the agreed "ordinarily available provision" within mainstream schools for children and young people with SEND and extend this work to cover pre-school, post-16 and health
- c) Improve outcomes for pupils in mainstream schools on SEN support (refer to SO2) and develop a shared understanding of how the PEP will judge good progress for pupils with SEND
- d) Develop an offer of workforce development and support to promote good inclusive practice across all education settings and build confidence, competence and capacity
- e) Remodel local special school provision in order to meet the needs of the most complex cohorts of SEND (refer to SO10)
- f) 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
- g) Ensure 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.

SO9: Ensuring young people have the best possible opportunities for post-16 education and higher education, including apprenticeships

Like schools, the post-16 education landscape has been undergoing significant change. Post-16 students will in future have to choose between an 'academic option' comprising A Levels leading to an undergraduate degree and the new technical option leading to higher technical education programmes, degree apprenticeships or higher apprenticeships.

Reforms have already taken place to A-Levels including the decoupling of AS and A Level qualifications, a reduction in coursework and a ratification process to ensure all A Levels are deemed to be key subjects to ensure academic rigour. The Government's Post-16 Skills Plan has been produced following the Wolf and Sainsbury's reports and plans are now in place to transform technical education backed by £500m investment a year to create 15 new technical education routes that are more responsive to the changing needs of the economy. The Technical Baccalaureate (Tech Bach) is a new performance measure that allows young people aspiring to a technical career a high quality alternative to the A Level route. The plans are included in the Government's Industrial Strategy Green Paper published in January 2017.

Over the past two years the Government has undertaken a series of Area Based Reviews which has sought agreement and consensus on future institutional structures which can allow for greater efficiency and specialisation and ensure a more resilient post-16 FE sector. The Solent Area Based Review was completed in 2016. Whilst it no direct impact on FE institutions in Portsmouth it did support the decision to merge South Downs and Havant Colleges.

For post-16 students in Portsmouth, the majority of the provision is provided by FE Colleges including Portsmouth, Highbury, South Downs and Havant Colleges (all Good or Outstanding), together with a mix of private training providers offering a range of vocational qualifications and apprenticeships. UTC Portsmouth will open in September 2017 offering a range of exciting opportunities for young people aged 14-18 interested in pursuing a STEM based curriculum and a future career in engineering and advanced manufacturing. The post-16 sector in Portsmouth is currently facing a number of challenges not least in terms of competition for students due to the fact that we are in a 16-19 demographic trough and it will be several years before student numbers begin to climb again.

The main challenge, however, is one of achievement and improving the outcomes of young people when they leave post-16 education. Portsmouth is ranked in the bottom 25% of all Local Authority areas for achievement by the age of 19.

A **Post-16 Forum** exists across the Portsmouth travel-to-learn area and this will continue to operate providing an essential forum for post-16 providers, representatives from secondary schools, Solent LEP, University of Portsmouth, EBP South and UTC Portsmouth. The Forum has been instrumental in addressing the previously high proportions of young people not in education, training and employment (NEET) through the successful **Youth NEET Prevention Programme** underpinned by improved data sharing, tracking of young people and targeted careers education, information, advice and guidance (CEIAG). The requirement of the local authority to support and track 16 and 17 year olds and to deliver the

September Guarantee will continue. For young people with an Education, Health and Care Plan this extends to their 25th birthday. The Post-16 Participation Strategy will be updated to continue to support this work.

The Forum regularly **maps the curriculum** across the travel to learn area and seeks to address any weaknesses in the post-16 offer. This has led to **additional level 1 provision** for young people with SEND, including Highbury College's Arundel Centre for SEMH, Portsmouth College's provision for SLD and PD and the increase in supported internships. Finally, the Forum has overseen the development of an **Apprenticeship Strategy for Portsmouth** ([insert link](#)). The reforms to Apprenticeships and the introduction of the Apprenticeship Levy from April 2017 is having a major impact on the status and availability of apprenticeships which are now available from Level 2 to Level 7 and a new funding system made up of 15 bands ranging from £1,500 to £27,000.

Key priorities:

- a) Implement a revised Post-16 Participation Strategy that supports participation, progression and achievement for young people aged 16-18 and up to 25 for SEND and Looked After Children
- b) Continue to track the destination of all 16-18 year olds and up to 25 for SEND with a focus on reducing the number of young people who are NEET or destination unknown, underpinned by high quality data collection and analysis
- c) Provide effective support and challenge and improved collaborative working across 14-19 provision
- d) Promote participation of all 16-19 year olds in education or training through high quality careers education, information, advice and guidance
- e) Secure sufficient and suitable provision for all 16-19 year olds and up to 25 for those with SEND
- f) Widen access to and participation in higher level study including higher education and degree apprenticeships
- g) Implement the Portsmouth Apprenticeship Strategy
- h) Improve and enhance the effectiveness of targeted support, engagement programmes and employment, education and training (EET) opportunities for young people who are at risk of becoming NEET or who are NEET

SO10: Investing in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children

Significant investment continues to be needed in Portsmouth to address the demand for school places and a legacy of condition and suitability issues associated with an ageing accommodation stock. But any investment in school buildings must be able to relate to and anticipate the changing future pedagogy, curriculum and learning expectations. School buildings do not exist in a vacuum. The way that teachers are developed professionally, the school curriculum, assessment and testing systems, parental engagement, all intermesh with the design of schools. There is a body of research that confirms that buildings support behaviour, which in turn supports

teachers. Lighting, acoustics, circulation, individuality and colour can all affect pupils' progress.

The **condition** of many of our schools remains a concern. The local authority will continue to use capital maintenance funding to address the most urgent condition works in LA maintained schools and academies will do the same either through their allocation from the DfE depending on the size of the Trust or through a direct bid to the Education and Skills Funding Agency for capital funding through the Condition Improvement Fund (CIF). Major rebuilds under the Priority Schools Building Programme Round 1 and 2 schemes at King Richard School, Mayfield School, Beacon View Primary Academy and Arundel Court School will all be completed over the next few years.

The unprecedented increase in **demand for school places** in Portsmouth has been fuelled by rising birth rates (increase of 27% since 2001), inward migration, reductions in the number of children accessing education outside of Portsmouth or accessing independent education; and the impact of regeneration schemes and housing developments.

In order to meet the demand for school places and ensure the Local Authority meets its statutory duty of providing every resident child with a school place within a two mile radius of their home, an additional 1,600 **primary school places** have been created in Portsmouth since 2012 through two phases of primary expansion. This has been achieved by working with both LA maintained schools and academies, expanding existing primary schools and establishing an all through 4-16 school at Mayfield School. Despite this investment, a surplus of just 2% at Year R and Year 3 entry points has been achieved. Whilst the birth rate has now stabilised, the pressure on primary places continues to be a challenge due to the limited surplus that is available.

Attention has now turned to **secondary school places** and the concern that without significant investment the city will run out of secondary school places by the end of the decade. A first phase of expansion is already underway involving four secondary schools and a second phase is being planned but is subject to funding being made available from the DfE through the basic need allocation. A strategy of expanding existing secondary schools rather than seeking to establish a new secondary school has been agreed. This offers better value for money, ensures an equitable distribution of new school places, and furthermore supports improvements to secondary school buildings to address both condition and suitability issues.

Schools, the City Council, Health and Social Care Services are working closely to support the delivery of the SEN reforms which will enable schools and colleges to better deliver inclusive practice (refer to SO8). Taking into account the forecast rise in pupil numbers, we are committed to maintaining the current capacity of **special school places** but remodelling the schools to take on more complex needs (prioritising Cliffdale Primary and Redwood Park Academies) and supporting the growth of more inclusive practice in mainstream schools.

The remodelling of special schools also extends to **The Harbour School** and accommodation for social, emotional and mental health difficulties. This includes the

relocation of provision at Fratton and Milton to the Vanguard Centre in Cosham which will open in 2018 as a bespoke facility for Key Stage 4 provision. The Harbour School @ Cosham is also being remodelled to take on some pupils who would have previously attended the Milton site due to medical reasons.

A successful application for a 40 place **special free school** was confirmed in April 2017, providing places for children with autism or social communication needs, with associated challenging behaviour and/or sensory integration difficulties, but who do not necessarily have significant learning needs. The free school will benefit children in Portsmouth and South East Hampshire and is due to open in 2020.

Specialist resourced provision places within mainstream schools (both primary and secondary) has been a priority and provision is now in place for: autism; communication and interaction needs; speech, language and communication difficulties; and sensory impairment. These bases provide specialist support for pupils with specific special needs. Pupils entering this type of provision are integrated into every aspect of mainstream school life, but will spend a proportion of the school week receiving specialist teaching in the resource base.

In the **post-16 sector** the local FE colleges provide a broad range of provision for SEND. Recent developments to increase this provision and address local needs have included Highbury College's Arundel Centre for SEMH and Portsmouth College's new centre for learners with severe learning difficulties and physical difficulties.

Key priorities:

- a) Working with LA maintained schools and Multi Academy Trusts, ensure there are sufficient primary & secondary school places in Portsmouth in order to achieve a minimum surplus of 2%, through a strategy of expansion of existing schools
- b) Secure capital funding to address sufficiency, condition and suitability issues through the allocation of basic need funding for the DfE, ESFA Priority School Building Programmes and Free School applications where appropriate
- c) As part of the SEND Strategic Review in 2017/18 review the sufficiency of special school places in special and mainstream schools and complete the remodelling of Cliffdale Primary & Redwood Park Academies, the rationalisation of The Harbour School and the refurbishment of the Vanguard Centre
- d) Take forward the development of a Special Free School for children with autism or social communication needs, with associated challenging behaviour and/or sensory integration difficulties, but who do not necessarily have significant learning needs

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Education strategy data

		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
Indicator									
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	●●●●	0	●●●●
Coasting standards	KS2 Schools below the coasting standard for three consecutive years (%)							9	●○○○
	KS4 Schools below the coasting standard for three consecutive years (%)							14	●○○○
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 reaching the expected standard (%)							73	●○○○
	Writing reaching the expected standard (%)							63	●○○○
	Maths reaching the expected standard (%)							71	●○○○
	Reading reaching the higher standard (%)							29	●●●●
	Writing reaching the higher standard (%)							12	●○○○
	Maths reaching the higher standard (%)							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 reaching the expected standard (%)							48	●○○○
	Reading reaching the expected standard (%)							62	●○○○
	Writing reaching the expected standard (%)							73	●○○○
	Maths reaching the expected standard (%)							64	●○○○
	Reading, writing & maths reaching the higher standard (%)							2	●○○○
	Reading reaching the higher standard (%)							14	●○○○
	Writing reaching the higher standard (%)							7	●○○○
	Maths reaching the higher standard (%)							12	●○○○
	Reading progress score (mainstream schools only)							-1.5	●○○○
	Writing progress score (mainstream schools only)							-1.3	●○○○
KS4 (pre-2016)	Maths progress score (mainstream schools only)							-1.7	●○○○
	5+ A*-C including English & maths (%)	↔	↑	51	●○○○	51	●○○○	52	●○○○
	Expected progress English (%)	↑		65	●○○○	66	●○○○		
KS4 (2016 onwards)	Expected progress maths (%)	↑		60	●○○○	62	●○○○		
	Attainment 8 score		↑			44		46	●○○○
KS4	Progress 8 score							-0.17	●○○○
	A*-C English & maths (%)	↔	↑	53	●○○○	53	●○○○	58	●○○○
	Entered all elements of the Ebacc (%)	↑	↑	35	●○○○	36	●○○○	38	●○○○
Post 16	Achieved Ebacc (%)	↔	↓	20	●○○○	20	●○○○	19	●○○○
	Achievement Level 2 with E&M by age 19 (%)	↑	↓	54	●○○○	62	●○○○	55.5	●○○○
	Achievement Level 2 by age 19 (%)	↑	↓	79	●○○○	81	●○○○	74.3	●○○○
	A*-C English & maths by age 19, for those who had not achieved this by 16 (%)	↑	↓	14	●○○○	21	●○○○	19.4	●○○○
	Achievement Level 3 by age 19 (%)	↑	↓	47	●○○○	50	●○○○	43.5	●○○○
	16-18 Apprenticeship success rate (%)	↑		73		77		Jun 2017	
	Participation in education or employment / training at 16 (%)	↑	↔	90.5	●○○○	92.7	●○○○	93.3	●○○○
	NEET at 16 (%)	↓	↔	4.9	●○○○	3.4	●○○○	3.3	●○○○
	Participation unknown at 16 (%)	↔	↔	2.2	●○○○	2.1	●○○○	1.6	●●●○
	Participation in education or employment / training at 17 (%)	↓	↑	84.7	●○○○	83.6	●○○○	86.1	●○○○
	NEET at 17 (%)	↑	↓	6.7	●○○○	7.7	●○○○	5.2	●○○○
	Participation unknown at 17 (%)	↑	↓	8.4	●○○○	13.7	●○○○	1.7	●●●●
	Participation in education or employment / training 16-17 (%)	↑	↑	87.7	●○○○	88.7	●○○○	89.6	●○○○
	NEET 16-17 (%)	↔	↓	5.8		5.5		4.2	●○○○
	Participation unknown 16-17 (%)	↑	↓	5.3		7.9		1.6	●●●●
	Progression to higher education (% entered at 18 or 19)			23	●○○○	Aug 2017		Aug 2018	
Attendance (pre-2015/16)	Persistent absence - Primary (%) (15% PA threshold)	↓		3	●○○○	2	●○○○		
	Persistent absence - Secondary (%) (15% PA threshold)	↓		8	●○○○	7	●○○○		
Attendance (2015/16 onwards)	Persistent absence - Primary (%) (10% PA threshold)							9	●○○○
	Persistent absence - Secondary (%) (10% PA threshold)							18	●○○○
Attendance	Overall absence - Primary (%)	↔	↔	4	●○○○	4	●○○○	4	●○○○
	Overall absence - Secondary (%)	↔	↔	6	●○○○	6	●○○○	6	●○○○
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	School capacity in state funded primary schools (%) (2016 provisional)	↓	↔	11		8		8	
	School capacity in state funded secondary schools (%) (2016 provisional)	↑	↓	19		23		20	
	Primary first preference offers made to applicants (%)	↑	↓	85	●○○○	87	●○○○	85	●○○○
	Secondary first preference offers made to applicants (%)	↓	↔	93	●●●○	87	●●●○	87	●●●○
LAC	Personal Education Plans completed on time (%)	↑	↔	94.5		99.5		99.5	
SEN	New EHC Plans issued within 20 weeks (% excluding exception cases)		↑			87	●●●●	98	●●●●
	CYP transferred from SEN statements to EHC Plans (%)		↑			8	●○○○	51	●●●●

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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Appendix 2: School Improvement report June 2017

Overview of actions and outcomes

- All schools have had a PEP dashboard and updated version using validated data.
- All priority 1 and 2 LA maintained schools have been visited plus some P3 schools
- Several MATs have engaged in discussion about key priorities and strengths
- RSC is helping to produce a MOU about sharing of information which will help to identify key strengths, trends and areas for development.
- So far, schools have accessed support from the Portsmouth Teaching School Alliance, the Solent Maths hub, from MATs and NLEs, LLEs, SLEs and NLGs.

We have 18 LA Maintained schools which are Priority 1 or 2. Priority 1 schools visited (total = 8 schools): Priority 2 schools (total = 10 schools). All visits and initial reviews have been completed.

4 MATs have had meetings with us. We have had conversations with MAT leads from Hamwic (Gatcombe Park and Westover Primaries), Portswood Primary Academy Trust (Stamshaw Junior), UCAT (Court Lane Schools, Flying Bull Primary) and TSAT (Portsmouth Academy, Newbridge Junior, Isambard Brunel Junior). Conversations with other MAT leads are planned.

Initial indicators (from a small sample of schools) are that results will rise at all KS in all core subjects in 2017. It is difficult for schools to accurately predict their results given the number of changes to the assessment and reporting systems.

Common strengths derived from data, meetings and school visits

- The performance at EYFS continues to be strong. Outcomes above national in 2016.
- The performance of pupils with EAL continues to be above national average, especially by the end of KS4. Outcomes above national by end of KS4.
- The 4 school-to-school support bids have been well used and are resulting in improved teaching quality, attendance and middle leadership in G3 schools. 2/4 schools now good. Other 2 have improved in certain areas but awaiting 2017 data to verify impact on Y6/Y11.
- The subject networks have been well attended and are leading to improved planning and delivery in school in English, maths and science.
- Many schools are reporting strengths in middle leadership.

- Headteachers are positive about the support they are getting for school improvement. All indicators show an improvement from their baseline (predicted data).
- The work with them Portsmouth Teaching School Alliance is a strength, with efficient use of resources, well targeted CPD and extremely highly rated use of SLEs and NLEs.
- ITT recruitment has increased. There is a shared sense of purpose to enable retention with some innovative schemes. Current recruitment to School Direct stands at 34.

Of the schools visited there are some common themes arising:

- ***Pupil Premium data shows gaps which are not closing***

Actions and impact

- We have arranged PP reviews in 5 schools and have a further 6 who are members of the Challenge the Gap group (includes academies). In school data for these schools shows that gaps are closing and for last year's cohort (4 schools) all schools closed gaps – although some still remain wider than national. Attendance/lateness and behaviour have improved dramatically in all schools who are part of this group.
 - We have set up a PP champions group to share good practice and seek solutions to particular problems. We have a 'self-evaluation' checklist which we are encouraging schools to use so they can target their provision and we can see what the common barriers are (often linked to SEN/D, boys). Schools are sharing good practice and reporting improved performance for these pupils.
 - We are planning to put in a bid under SSIF to support more schools to join Challenge the Gap.
- ***SEN/D pupils in mainstream schools (not on EHCPs) require further support.***

Actions and impact

- We have arranged SEN/D reviews in 2 schools which has led to improvements in delivery.
- TA training is being enhanced, including through an EEF funded project which is running locally
- We are planning to put in a bid under SSIF to support more schools to join SEND improvement programme using London Leadership model.

- ***The performance of groups of pupils including boys and the most able is not as good as comparator groups***

Actions and impact

- This issue is being targeted in individual schools through SLE support. In 2 schools, performance information indicates a rise but awaiting results of 2017 to see impact on Y6 and Y11.
 - CPD is targeted on this area. Take up has been good – linked to KS1-2 moderation in particular.
- ***Support needed for subjects, especially maths, English, science and MFL***

Action

- Support for **maths** is through Maths hub and Maths SLEs . Approx 25 x SLE deployments, all showing significant improvement from baseline.
 - Support for **English** is through the new English network. Approx 25 SLE deployments, all showing significant improvement from baseline. The Portsmouth English Network has run for both Primary and Secondary, with over 30 schools represented. Shared
 - good practice and exam/standardisation information have been lively agenda points, with colleagues planning and working together on curriculum mapping and leadership strategies.
 - A **primary MFL** hub has been set up by Portsmouth Uni (initial meeting was Dec 9) and there is expertise at Cottage Grove. We now have at least 15 schools attending. We are supporting the primary languages hub with funding for events and a survey of primary school provision and needs analysis.
 - **Secondary MFL** CPD is available through Portsmouth University and will be supported by some funding from the PEP. 15 schools across the regiona taking part regularly. Language upskilling is available through TSST run by Portsmouth TSA in conjunction with Southampton University: 15 participants.
- A **Primary Science** network is ready to launch in order to meet the demand for specialist Science support in the City.
Secondary Science network is run by St Edmunds in partnership with the University of Southampton.

STEM networks for Primary and Secondary are up and running, and a Science KS2-3 Transition project is planned, with EEF funding if our bid is successful.

- ***Some issues with transition, especially KS1-2; not all schools engaging with new KS1-2 moderation training; KS1 moderation has not always been robust enough;***

Actions:

- We have set up a new external moderation team who have providing training for current and new moderators. We are working with Southampton and have a full team of trained moderators who have passed the STA tests. All schools to be moderated have been informed and we have open and transparent criteria which include inconsistencies in data. We will be externally moderated this year and are confident we have robust systems.
- We have put on much training and support for schools. Attendance has been very good – all schools involved. Schools are reporting an increased understanding of the requirements for expected standard and greater depth.
- We have set up some specific support for individual clusters or schools according to need. These school are clear about work which meets the expected standard and that required for greater depth. They have had support in curriculum planning.
- ***KS1 and 2 curriculum needs to meet demands of new national requirements***

Action

- We have arranged CPD on this and most schools have changed their curriculum to better reflect the demands of the new NC and have increased the level of challenge for more able pupils.
- We are planning to put in an SSFI bid to support KS1-2 curriculum planning and transition
- ***Difficulty recruiting and/or much turbulence in staffing.***

Action:

- We have set up a joint ITT/RR group to co-ordinate response to this

- School Direct currently has accepted 34 trainees for 2017-8 including 7 primary on Isle of Wight.

Future Plans

- We continue to work with the RSC to encourage all MATs to engage with the PEP and school improvement priorities
- We are putting in joint bids under the SSIF working with other Teaching Schools and MATs in the region. The main themes will be
 - a) closing gaps for disadvantaged pupils and those on SEN support in mainstream
 - b) Improving outcomes in KS1-2 literacy and maths
 - c) Developing leadership in secondary schools
- CPD is being targeted at areas of need e.g. Pupil Premium, reading, maths, KS1-2, SEND, boys, most able for 2017-8.
- We are developing leadership CPD working with Ambition School Leadership and IOE.
- We are planning external reviews of progress for all LA P1/P2 schools in 2017-8. This will either be through Challenge Partners external school improvement partners and will include external focussed reviews of Pupil Premium/SEND.

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Shaping the future of the Portsmouth Education Partnership: summary of key outcomes from the workshop held on 7th February 2017

Break Out 1: reflections on progress so far

What's working well?

Momentum and action

- A lot has been achieved in a short space of time. Momentum is building. Embryonic structures are in place. The Partnership has a brand and a website is in development. The Partnership is visible, open and transparent
- The Partnership has benefitted from having an independent chair - value the time and commitment from Hilary Loder
- Positive comments received about LA officer support

Collaboration / partnership

- Genuine desire to collaborate, share resources and - to benefit all children and young people in Portsmouth
- Opportunity to work with Multi Academy Trusts and to extend their reach in terms of support / CPD
- Opportunity for primary, secondary and special leaders to meet more regularly

Priorities

- Action has been taken to address some early priorities and resources have been identified to support them
- Lots of positive feedback about the work of the Solent Maths Hub and the specific support for Portsmouth at all key stages The establishment of an English network has been welcomed
- The focus on Initial Teacher Training, Recruitment & Retention is regarded as essential. The Teacher Recruitment events held twice a year are highly regarded but it is clear we need to go much further.
- Approach to targeted school improvement underpinned by the PEP Performance Dashboard has been broadly welcome, as has the support that it has generated in terms of school to school support through NLEs/SLEs, external reviews and Challenge Partners, pupil premium reviews, etc
- KS1 and KS2 moderation - positive about the communication, CPD support and cluster moderation that has been put in place to back up the briefings for Heads / Year 2 and 6 teachers and the training for moderators

Sharing good practice and system leaders

- The school support directory has been welcomed. Need to do more to share good practice and improve access and understanding of the system leadership that is available to schools

What's not working so well or could be improved?

Strategy / vision

- Defining the early priorities has been a good start, but an overarching Education Strategy is now needed to steer the Partnership
- Clarity about the vision and the purpose of the PEP is required - there is still some confusion about its role, status,

Structures / Groups - better representation

- Need to open this up and allow more schools to engage
- Concern that we see the "same old faces"

Communication / key messages

- Whilst there has been communication and some regular updates, this now needs to be increased and formalised. The website will help with this. Alerts about updates on the website would be welcomed
- Communication needed about the current structure, who is chairing the groups, etc
- The blanket letters used by the Behaviour and Attendance Group to flag issues relating to Exclusions were not well received by some schools - did not reflect the context and a discussion would have been preferred
- Use of social media should be exploited
- Celebrate success
- More articles in Flagship, Term Times, The News, etc

Potential duplication

- Calls for some rationalisation of groups/meetings particularly within inclusion/SEND

Time commitment / capacity

- Capacity to attend meetings, commit time
- The proposal to recruit a Partnership Manager has been welcomed in order to keep the momentum going and ensure the PEP stays on track and delivers on the priorities it has set. Essential the manager has a good understanding of schools and the education landscape we are now working in.

More focus needed now on:

- post-16 education and training
- transition at each key stage - development of some city wide protocols around transition to ensure consistency
- employer engagement
- early years provision
- MFL and STEM

- leadership development
- engagement with parents. Raising aspirations and doing more to raise the value of education similar to the work that has been done in Bristol
- engagement with governors
- engagement with the independent sector
- emotional health and wellbeing

More clarity needed on:

- lines of accountability for MATs and the role of the Partnership in terms of challenge and scrutiny
- how academisation will impact on the development of the Partnership

Break outs 2 & 3: shaping the future of the Partnership

What would success look like?

- Active and willing participation / buy-in; support for 'congregational' model rather than 'gym membership' model Willingness to share information, data and good practice/expertise
- Developmental rather than judgemental
- Outward looking, drawing on best practice from all areas

Structures

- Avoid having too many groups. All groups should have a very clear remit.
- Presumption in favour of task and finish groups?
- Ensure membership is more open than is currently the case and decision making / accountability is clear; accepting that you are never going to get 100% buy-in
- Role of operational group is unclear. Focus at the moment is school improvement. Should it be re-named as a school improvement group and remove the need for an operational group with chairs of groups reporting to the Strategic Board?
- Strategic Board to meet more regularly - twice a term rather than once a term?
- Membership and role of Strategic Board to be reviewed - ensure members are supportive and willing to commit time. Introduce terms of office e.g. 2 years
- Try to disperse leadership so there is better representation across the city
- Link with the refreshed Shaping Portsmouth and enlist the support of employers

Communication

- A regular survey to ensure all views are taken into account
- Better co-ordination of events / meetings
- Visits to other LA areas / partnerships to include invitation to schools - ensure there is genuine partnership and 2-way conversations
- Development of the website will be key to aid communication and promotion of the PEP and links to other sources of support
- Regular bulletin/updates
- Schools and academies to consider using the PEP branding on all materials, letters, etc to demonstrate commitment and increase the profile of the PEP?

- Highlight where the PEP is making an impact; give examples of good practice/case studies; better use of data to demonstrate impact
- Make PEP activity a standing item for primary, secondary and special heads phased conferences

Resources

- The Partnership has the opportunity to support joint bids for funding (improved chance of success); lever in support from the LA, RSC, DfE
- In kind support from partners including employers
- Better co-ordination of resources to maximise impact e.g. Teaching Schools, MATs, support from the RSC/DfE, etc

Working with MATs

- Longer term, steady state, the PEP will be a partnership of MATs.
- In the short to medium term the Partnership could have a role in ensuring there is an effective configuration of MATs in the City

Priorities

- The early priorities agreed by the Strategic Board have been widely supported.
- Focus on teacher recruitment and retention welcomed - but calls for greater focus on 'growing our own'

1. Introduction and progress so far

The Portsmouth Education Partnership (PEP) was launched on 4th November 2016. A shadow structure was put in place in order to move the Partnership forward and to quickly focus on some early priorities. This structure included a shadow Strategic Board and Operational Group and several Sub Groups and Subject Networks.

In a relatively short space of time the PEP has already delivered some notable achievements. These include:

- Development of much **closer links and working relationships** between the Local Authority, Multi Academy Trusts, the Portsmouth Teaching School Alliance and the Regional Schools Commissioner (including a new RSC-led protocol on involvement in the work of the PEP by academies and MATs)
- Agreement of a draft **Portsmouth Education Strategy** for improving outcomes for children and young people, as a basis for consultation with schools and other stakeholders
- Development of a **PEP website** (to be launched shortly) as a vehicle for improved communication
- Appointment of a full time **Partnership and Schools Inclusion Manager** (from 1st September 2017) who will drive forward the next phase of the PEP's development and the work of the Inclusion Group
- Development of a **collaborative school improvement programme** led by the School Improvement Board that has established clear and accountable arrangements to support sector-led school improvement and harness the expertise of system leaders in the city and beyond. This has included the development of a PEP Performance Dashboard and a School Support Directory
- As part of the school improvement programme, **a new approach to implementing the local authority's continuing school improvement responsibilities**, through which a larger number of LA maintained schools are being targeted for support, drawing on a wider range of national, regional and local resources
- A clear and coherent set of proposals for use of the national **Strategic School Improvement Fund** (bids for the first round to be submitted by 23 June 2017) which meet local priorities and has extensive sign up from both LA maintained schools and academies
- Establishment of **subject networks** in English, Maths, Modern Foreign Languages and Science
- Endorsement of a city wide strategy for promoting **whole school approaches to wellbeing and resilience**, developed in partnership with NHS Child and Adolescent Mental Health Services (CAMHS)

- Subsidised opportunities for **leadership development** through Ambition School Leadership and the development of a local hub for Portsmouth with good uptake from Portsmouth's schools
- A clear set of agreed priorities for 2017/18 to address issues relating to **initial teacher training and teacher recruitment and retention** An emerging plan on on developing **links between education and business** and increasing the range of opportunities for pupils that involve contact with employers, harnessing the resources of Shaping Portsmouth, EBP South and Solent LEP.

2. Portsmouth Education Strategy 2017 - 2020

A new draft education strategy for the city has been drawn up through the PEP. It sets out a high level summary of our 10 strategic objectives and key priorities with cross references and links to other documents and action plans that are already in train. The strategy will be updated on an annual basis to reflect progress and any changes that may be required.

A short period of consultation will now follow lasting until Monday 17th July 2017. The Strategic Board would welcome comments and feedback on the strategy. Details of how to give feedback are set out in the strategy.

3. Widening membership and engagement

A workshop was held on 7th February 2017 to review with colleagues how the Partnership is working and how best to develop it for the future. The workshop was very well attended with lots of helpful suggestions. The full collated points from all the "post its" and a summary of the key points were sent out to all those invited following the workshop.

The shadow Strategic Board has considered the feedback. In terms of structures the current arrangements will remain in place. They are working well and given the Partnership was only launched in November 2016, the Board felt it needed more time to bed down before any further changes were made.

On membership and engagement, however, it was agreed that we needed to secure wider engagement and offer a range of different opportunities for school leaders and other partners to become more involved.

Active participants are therefore sought who are willing to commit their time to shape and influence the agenda they are interested in and to contribute to the development and implementation of agreed actions. We recognise the pressures on people's time, however, so we'd like to take up the suggestion at the workshop of inviting people on a regular basis to be involved in as large or small a way as suits their needs and those of their schools.

To get this going, two proformas are attached which we would like you to complete if you are interested in getting involved. The first proforma lists current opportunities. These will evolve and the plan is to refresh the invitation on a

regular basis. The second provides an opportunity to get involved in the development of subject networks.

Proformas

Please can you indicate below which of the current groups below you would be interested in becoming a member of, or contributing to. A brief summary of each group is attached for information.

Groups	Please tick if you would like to join the group	Please tick if you would be interested in receiving information about the work of the group and/or being involved in time limited pieces of work
Strategic Board		
School Improvement Board		
Inclusion Group		
Initial Teacher Training / Teacher Recruitment & Retention Group		

Subject Networks have been established in English, Maths, Science and MFL, but others are being considered. If there are any subject leads in your school who might be interested in an opportunity to lead or be involved in establishing a subject network please complete the form below:

Subject Network	Name of lead

Please can you complete the above proformas and send to Kelly Rooker by Monday 17th July 2017.

Kelly Rooker
 E: kelly.rooker@portsmouthcc.gov.uk
 T: 023 9284 1717
 Children, Families and Education
 Education Service
 Portsmouth City Council
 Floor 2, Core 5-6
 Civic Offices
 Portsmouth
 PO1 2EA

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Meeting: Education Advisory Board

Subject: Ofsted school inspections 2017 - summary

Date: 3rd July 2017

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

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

1. Purpose of report

- 1.1 This report sets out the outcome of 7 Ofsted school inspections that were carried out by Ofsted during the Spring and Summer terms 2017 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 Spring and Summer terms 2017**
- (ii) **Endorse the school improvement support that is will be provided by the council to Milton Park Primary School as set out in paragraph 4.16.**

3. Ofsted school inspections - Spring and Summer 2017

- 3.1 During the Spring and Summer terms 2017 there were 7 Ofsted school inspections; 2 of which were short one day inspections (section 8); and 5 of which were two day inspections (section 5). A summary of the inspections and outcomes is given in Table 1 overleaf:

Table 1: Summary of Ofsted school inspections in Portsmouth - Spring and Summer 2017

School (Academy Trust)	Type of inspection	Dates	Outcome
Flying Bull Primary Academy (University of Chichester Academy Trust)	Section 8 inspection	1 February	Good across all areas - previously Good
Beacon View Primary Academy (United Learning Trust)	Section 5 inspection	28 & 29 February	Good across all areas - previously Requiring Improvement
Admiral Lord Nelson School (Salterns Academy Trust)	Section 5 inspection	8 & 9 March	Good across all areas - not previously inspected due to academy conversion
Craneswater Junior School	Section 8 inspection	8 March	Good across all areas - previously Good
Devonshire Infant School	Section 5 inspection	28 & 29 March	Good across all areas - previously Good
The Portsmouth Academy (Thinking Schools Academy Trust)	Section 5 inspection	26 & 27 April	Good (outstanding in leadership / management) - previously Requiring Improvement
Milton Park Primary School	Section 5 inspection	23 & 24 May	Requiring Improvement (Good in Early Years and Behaviour) - previously uncategorised due to amalgamation

Note: 3 further Section 5 inspections have taken place since the report was issued but the outcomes of these inspections will not be known until later in July. They are: Copnor Primary School; Ark Dickens Primary Academy; and Manor Infant School.

4. Overall summary

- 4.1 In Portsmouth, 87.5% of inspected schools are now either Good or Outstanding (77.8% of all schools) and 87.6% of pupils are taught in inspected schools who are at Good or Outstanding (75.7% of all pupils). Appendix 1 provides a series of graphs and charts which show the trends between June 2016 and June 2017 and comparisons between the start of the spring term and towards the end of the summer term.

Flying Bull Primary Academy

- 4.2 Flying Bull Primary Academy maintained its Good judgement following the short inspection on 1st February 2017. Key findings from the inspection included:

The leadership team has maintained the good quality of education in the school since the last inspection. You are a strong, inspiring leader. Your clarity of thought and determination to ensure that all pupils are happy, safe and achieve well has been central to making sure that teachers have raised their expectations of what pupils can achieve.

You have established a strong and highly effective culture of safeguarding in the school.

School leaders have been highly successful in improving attendance so that it is now above national averages. The dedicated pupil support worker works closely with families to encourage more regular attendance.

Previously published results show that fewer pupils have achieved the expected standard in reading and writing compared with national levels. School leaders have responded swiftly to address this. Forensic evaluation of what pupils need to do to improve their skills has led to changes in how reading and writing are taught.

Last year, a larger proportion of the most able pupils, including the most able disadvantaged pupils, achieved the highest standard of work compared with national levels. You have rightly identified that more middle-attaining pupils could achieve this high level. Your regular monitoring of pupils' progress and of teachers' planning is starting to help pupils make more rapid progress from their starting points, so that more pupils achieve highly.

- 4.3 The inspection report identified some next steps for the school:

Leaders and those responsible for governance should ensure that:

- *all pupils are suitably challenged to move on rapidly from their starting points so that more pupils achieve the highest standards*
- *work to improve progress and attainment in reading and writing continues throughout the school.*

Beacon View Primary Academy

- 4.4 Beacon View Primary Academy was previously Requiring Improvement but judged to be Good across all areas when it was inspected on 28th and 29th February 2017. Key findings from the inspection included:

The highly effective and ambitious headteacher embodies the high expectations and determination of leaders and staff to improve the

outcomes for pupils at Beacon View Primary Academy. Standards of teaching and the outcomes of pupils have improved since the last inspection.

Teaching is effective. Teachers have high expectations and use assessment information to plan stimulating and interesting lessons for pupils. As a result, pupils learn well and make strong progress.

Overall outcomes are good. Following a period of underachievement, pupils currently at the school are making strong progress and are catching up. As a result, a greater proportion of pupils are achieving age-related expectations. However, too few pupils in Year 3 and Year 4 are on track to attain age-related expectations at the end of key stage 2.

Behaviour has improved significantly since the last inspection. Pupils play and learn well together in lessons and at breaktime. Although pupils are well behaved in lessons and do as teachers ask, they do not consistently demonstrate positive attitudes to learning itself.

4.5 Key areas for improvement identified in the report were as follows

Improve the achievement of those pupils who underachieved previously so that they achieve age-related expectations in reading, writing and mathematics at the end of key stage 2 by:

- *using assessment data effectively to identify those pupils who need to catch up*
- *using assessment information to identify the gaps in their learning*
- *providing effective support to enable the pupils to make accelerated progress.*

Improve the achievement of the most able pupils by ensuring that:

- *teachers' expectations are high enough and they plan learning that is sufficiently challenging*
- *teachers plan lessons that are challenging and enable more pupils to learn at a greater depth.*

Improve leadership and management so that leaders and governors:

- *are able to effectively evaluate the achievements of key groups of pupils such as those who have special educational needs and/or disabilities*
- *provide up-to-date information for parents on the academy website*

Improve attendance by reducing the number of pupils who are persistently absent from school.

Admiral Lord Nelson School

- 4.6 Admiral Lord Nelson maintained its Good judgement following a two day inspection on 8th and 9th March 2017. Key findings from the inspection included:

Leaders have strong links with other local schools and with the local area. There are good links with the local authority which shows considerable confidence in the school by placing a significant number of vulnerable pupils in the school. The leadership of inclusion is especially effective because vulnerable pupils are well supported and succeed, including those who have not been successful in other schools.

Leaders have taken rapid action to tackle the dip in pupils' progress seen in 2016. As a result, current pupils are achieving well across the school.

Vulnerable pupils, including those who have special educational needs and/or disabilities, are making good progress from their starting points.

Teaching has improved rapidly because leaders at all levels have made good use of guidance and advice. As a result, staff are well supported to improve their practice.

Leaders make very good use of achievement information to check on the progress of individuals and groups of pupils. Consequently, those pupils who need extra help receive additional support and catch up quickly.

In a minority of subjects, including mathematics, teaching does not challenge the most able pupils effectively. As a result, these pupils make less progress than in other subjects.

Leaders have refreshed and updated their approach to supporting pupils who are disadvantaged. Consequently, these pupils are now achieving well and in some cases making more progress than their peers.

The support from the multi-academy trust is developing. However, there remains a lack of clarity over the exact role trustees have in holding leaders to account.

- 4.7 **Key areas for improvement identified in the report were as follows**

Improve the quality of the most able pupils' learning, especially in mathematics and design technology by ensuring that all teachers:

- *Use information about pupils' starting points more effectively to plan learning that tests and stretches these pupils*
- *Make better use of the new curriculum assessment criteria so that programmes of study include greater opportunities for pupils to attain the highest grades*

Refine the capacity of the local governing body to scrutinise leaders' work by:

- *Clarifying the different responsibilities of the multi-academy trust board and the local governing body in reviewing the work of leaders*
- *Improving the quality of information presented to governors and directors of the trust*
- *Developing the expertise and skills of governors and trustees new to their roles*

Craneswater Junior School

- 4.8 *Craneswater Junior School retained its overall judgement of Good following a Section 8 inspection in March. Key findings from the inspection included:*

Since the last inspection, you have led the school with a high degree of care and empathy since 2003. Staff, governors and parents have confidence in your leadership.

You have built a team of dedicated teachers and leaders who work well together and are respected by the local community. Your recently strengthened leadership team is well placed to oversee the current expansion of the school. Their expertise in further developing teaching and in supporting pupils' individual needs is securing substantial improvements in pupils' learning. Consequently, most pupils make good progress across the curriculum.

You, leaders and governors have an accurate view of the school's strengths and areas for further development. You have adapted teaching well to meet the demands of the new curriculum, although this has taken more time to embed in writing. At the last inspection we asked you to improve the quality of writing for pupils who have special educational needs and/or disabilities. You have responded to this successfully, specifically by making sure that teachers and teaching assistants develop these pupils' resilience and independence when writing. Work in books shows the strong progress made by pupils who have special educational needs and/or disabilities.

Previously published results show that pupils did not make as much progress as they could in writing, particularly middle-attaining pupils and boys. You have addressed this by changing how writing is taught, paying particular attention to grabbing boys' attention from the start of a project. You have also focused on improving pupils' confidence in writing, as well as the quality of what they write, by creating frequent opportunities to talk about their writing with each other. You have increased the opportunities for pupils to practise their writing. The school's information shows that an improved proportion of pupils are now achieving the expected standard in writing

Last year, pupils' progress in mathematics was similar to pupils' progress nationally. However, disadvantaged pupils made less progress than they are capable of. Your thorough evaluation of what this group of pupils need to do to make rapid progress has led to changes in teaching and to the curriculum, which are helping all pupils to improve their mathematical understanding

- 4.9 The inspection report set out a number of next steps for the school:

Leaders and those responsible for governance should ensure that:

- *an improved proportion of pupils achieve the high standard at the end of key stage 2, particularly in writing*
- *the progress of disadvantaged pupils continues to accelerate so that it matches the progress of others nationally.*

Devonshire Infant School

- 4.10 Devonshire Infant School retained its overall judgement of Good following a Section 5 inspection on 28th and 29th March 2017. Key findings from the inspection included:

Leaders have an unwavering commitment to place the well-being of all pupils at the heart of this highly inclusive school.

In 2016, some groups of pupils, including disadvantaged pupils, boys and those with low and average starting points, did not achieve as well as they should. Leaders have taken action to improve things and progress is better for most of these groups this year.

Teachers know their pupils well and provide interesting and challenging opportunities for them to learn. There is a clear focus on helping pupils to acquire the basic skills of reading, writing and mathematics. As a result most are making good progress.

The curriculum is rich, varied and well planned. It provides pupils with many exciting opportunities to acquire skills in science, humanities and the arts. It provides well for their social, moral, spiritual and cultural development.

- 4.11 Key areas for improvement identified in the report were as follows:

Improve leadership and management and further raise standards, especially for boys and disadvantaged pupils, by ensuring that:

- *tracking systems provide information about the achievement of groups of pupils, so that leaders and governors can quickly identify and deal with any dips in standards*
- *leaders' plans are sharply focused on the impact that they will have on improving outcomes for pupils.*

Improve the quality of teaching further so that pupils with below-average starting points make strong rates of progress

The Portsmouth Academy

- 4.12 The Portsmouth Academy was previously Requiring Improvement, but following the inspection on 26th and 27th April 2017 was moved to Good and was given outstanding for effectiveness in leadership and management. Key findings from the inspection included:

Superb leadership from the headteacher and her senior leadership team has improved all aspects of the school since the last inspection. The school's culture is now very aspirational –pupils develop the resilience needed to rise to the challenge.

The leadership of teaching is very well developed and has significantly improved teachers' classroom practice. As a result, most teachers have high expectations and are skilled at improving pupils' knowledge and understanding.

Teaching is effective and meets pupils' needs well. Most lessons are planned at the right level for pupils' differing abilities, and activities are interesting and practical. However, in science there are inconsistencies in teachers' practice so some pupils do not do as well.

Most pupils attend regularly, although there is a group whose attendance needs to be further improved. Pupils who have special educational needs and/or disabilities are well supported in lessons.

From low starting points, pupils, including disadvantaged pupils, make strong progress. This is especially the case in English, mathematics, humanities and design technology

- 4.13 Key areas for improvement highlighted in the report were as follows:

Raise attendance, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities, by:

- *engaging effectively with all parents to establish the importance of high attendance at school and its link with progress*
- *carefully analysing the attendance patterns of different groups of pupils in school over time so that interventions can be more accurately targeted and evaluated*
- *sharpening the pastoral processes which support pupils who are disengaging from school.*

Further improve the consistency of teaching and assessment, by:

- *improving the teaching in science to match the strong practice already in place in English and mathematics*

- *ensuring that teachers have consistently high expectations of all groups, including the least able, on entry.*

Milton Park Primary School

- 4.14 Milton Park Primary School was judged to be Requiring Improvement following the inspection on 23rd and 24th May 2017. Key findings from the inspection were as follows:

Leaders, including governors, have not secured sufficient improvement in the quality of teaching. Teaching is inconsistent.

Pupils do not achieve the standards of which they are capable. In 2016, too few pupils achieved age-related expectations in reading, writing and mathematics in both key stages 1 and 2.

Overall, the progress that current pupils make in writing and mathematics is too variable because some teaching is not challenging enough.

Differences between the performance of key groups are not diminishing quickly enough. For example, boys do not achieve as well as girls do, particularly in key stage 2.

Leaders' systems for monitoring the performance of teachers are not effective enough. They do not focus sharply enough on the progress pupils make in lessons and in their work over time.

Teachers do not use assessment information to plan activities that cater precisely for pupils' different starting points. Consequently, teachers' expectations, particularly of low-attaining pupils, are not high enough. Governors do not fully understand information about the performance of different groups of pupils. Consequently, they do not challenge school leaders robustly enough about the standards that pupils could achieve.

- 4.15 Key areas for improvement highlighted in the report were as follows:

Improve the quality of leadership by ensuring that:

- *leaders make thorough checks on the progress of key groups, as well as their attainment, and act swiftly to tackle any inconsistencies that exist*
- *leaders promote the highest expectations for pupils' progress and provide teachers with the ongoing challenge and guidance that they require*
- *the governing body strengthens the rigour of its challenge to check the impact of leaders' actions in improving outcomes for all groups of pupils*

Improve the quality of teaching so that it is consistently good or better by ensuring that:

- *teachers make better use of the assessment information about what pupils know, can do and understand, to help pupils make rapid progress*
- *teachers and other adults check on how well pupils are learning in a lesson, so that they can quickly help those who are struggling and offer greater challenge to pupils who are more secure in their understanding*

Improve outcomes in writing and mathematics across the school by ensuring that:

- *teachers' expectations of what pupils can achieve are raised, in both writing and mathematics, so that they achieve in line with age-related expectations*
- *pupils, particularly the boys and pupils who need to catch up, are given more precise guidance on how to develop their writing*
- *pupils are given more age-appropriate opportunities to develop their understanding of number and calculation work*

4.16 As a result of the inspection, the council has agreed with a programme of school improvement support to address some of the areas in the inspection report (this was agreed before the inspection report was published - it will be reviewed again in light of the final report). These are briefly set out below.

- **Maths** - a continued focus on maths, led by the SLE Jess Paul, building on the work that has already been put in this year and which is already having a positive impact. The school advised that a new maths lead is to be appointed and will work with Jess Paul on a programme of work for 2017/18. This support will be fully funded by the LA (some of this may be supported through the Strategic School Improvement Fund SSIF should the maths bid be successful).
- **Writing** - the proposed literacy project (R4) in the bid to the (SSIF) would appear to be a good way forward. It was agreed that the SLE Sarah Hilditch will meet with the school in early July (after the Headteacher interviews on 3rd & 4th July). Again this work will either be fully funded by the LA or through the SSIF bid.
- **Governance** - the school will put in place some training for the governors to help them better understand school data and how this should be applied. The LA, through the Education Services's data team, can also provide support if necessary.
- **External Review** - as part of the support from the LA, an external review will be arranged (a school improvement partner from outside of the city) at a time to be agreed with the school either in the summer 2018 or early autumn 2018

- **Improvements to the outdoor area for Early Years** - this will be addressed by the school. The LA will consider capital support if required.

4.17 The council will support the school through a period of change as a result of the current Headteacher leaving at the end of term and the Deputy Headteacher taking over as interim Head whilst a new Headteacher is recruited. The school is also considering potential academisation and a number of options will be explored over the coming months.

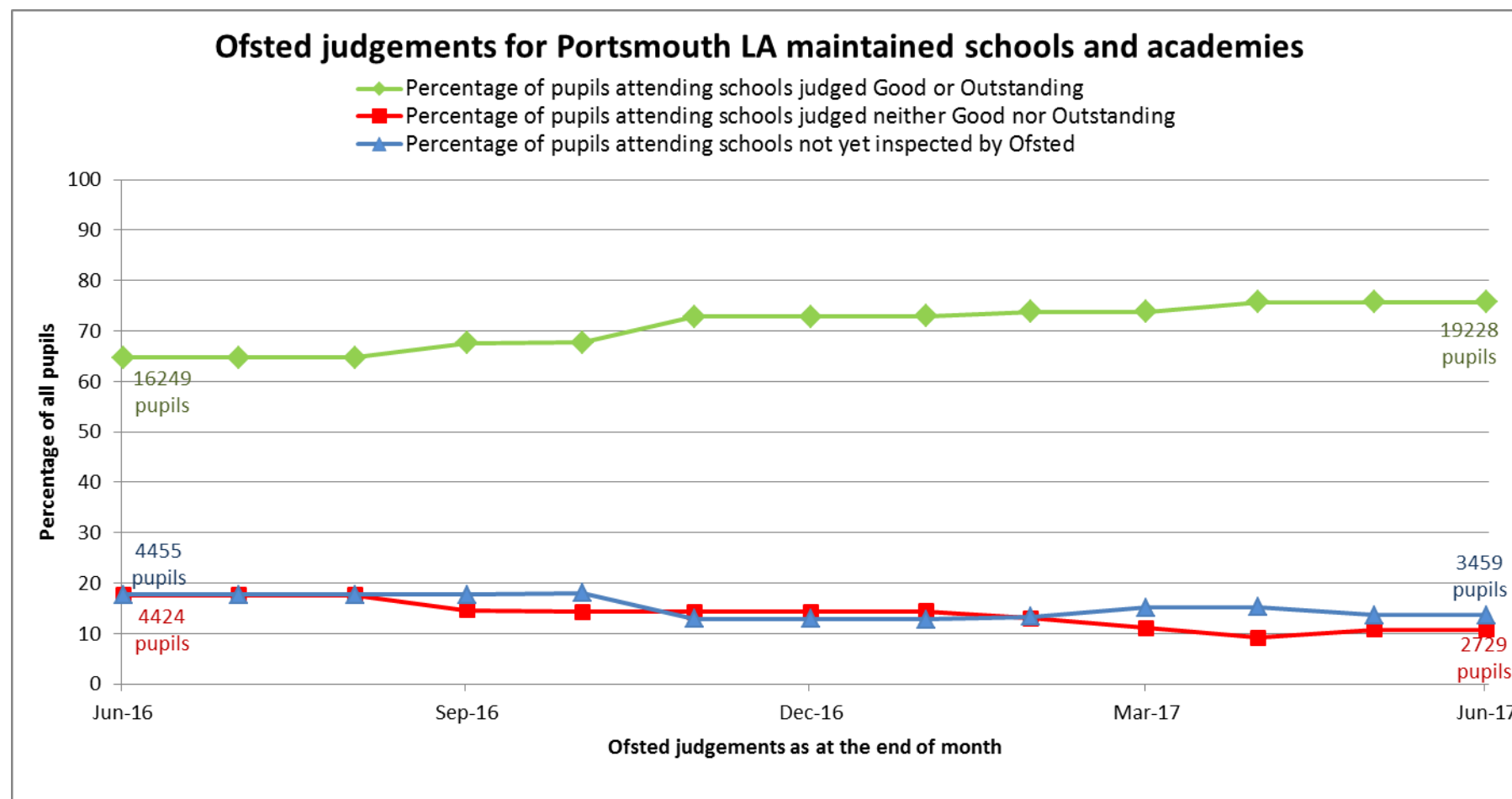
Appendices:

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

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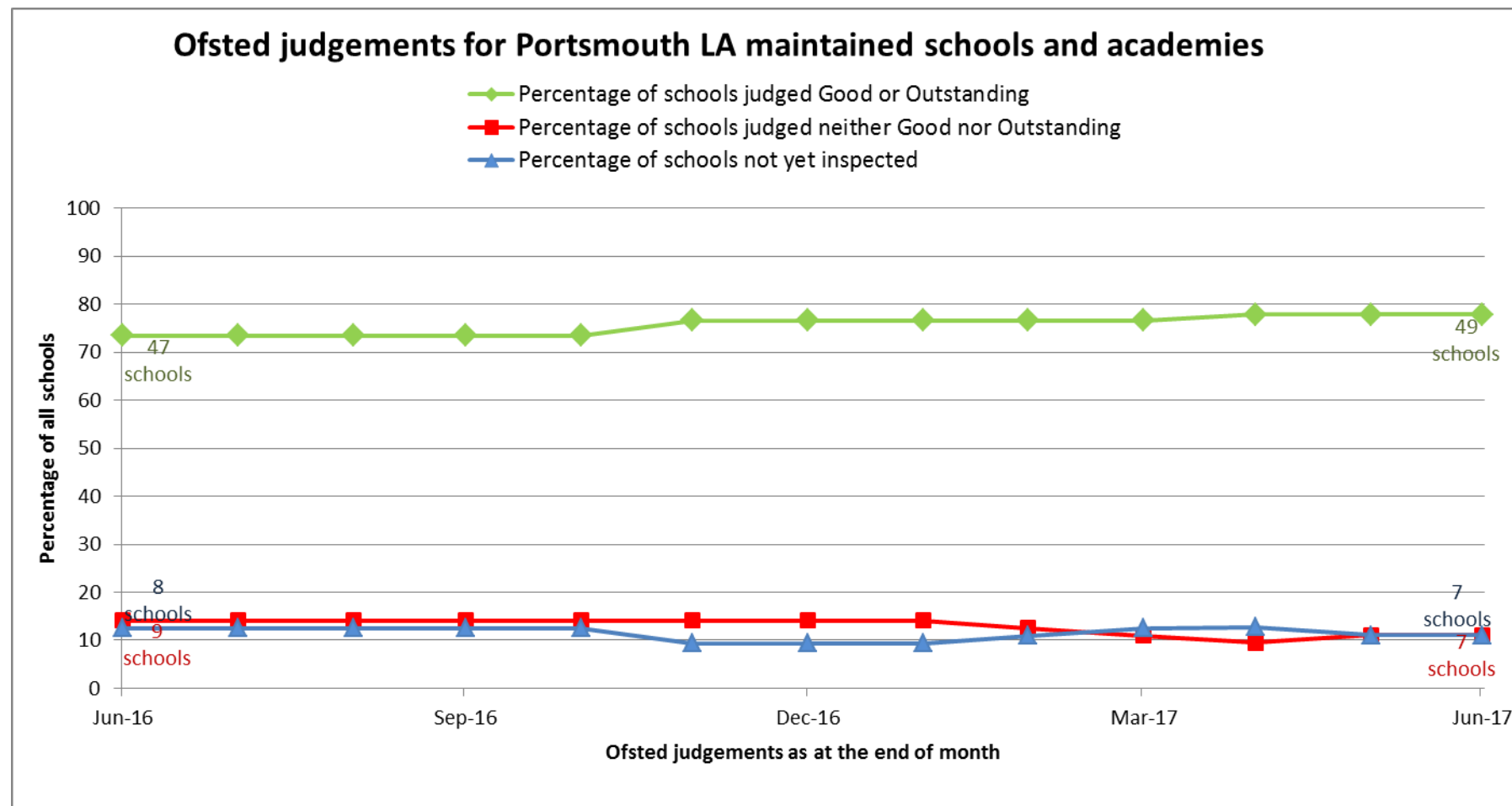
Appendix 1

Change in Ofsted judgements from end of June 2016 to the end of June 2017.



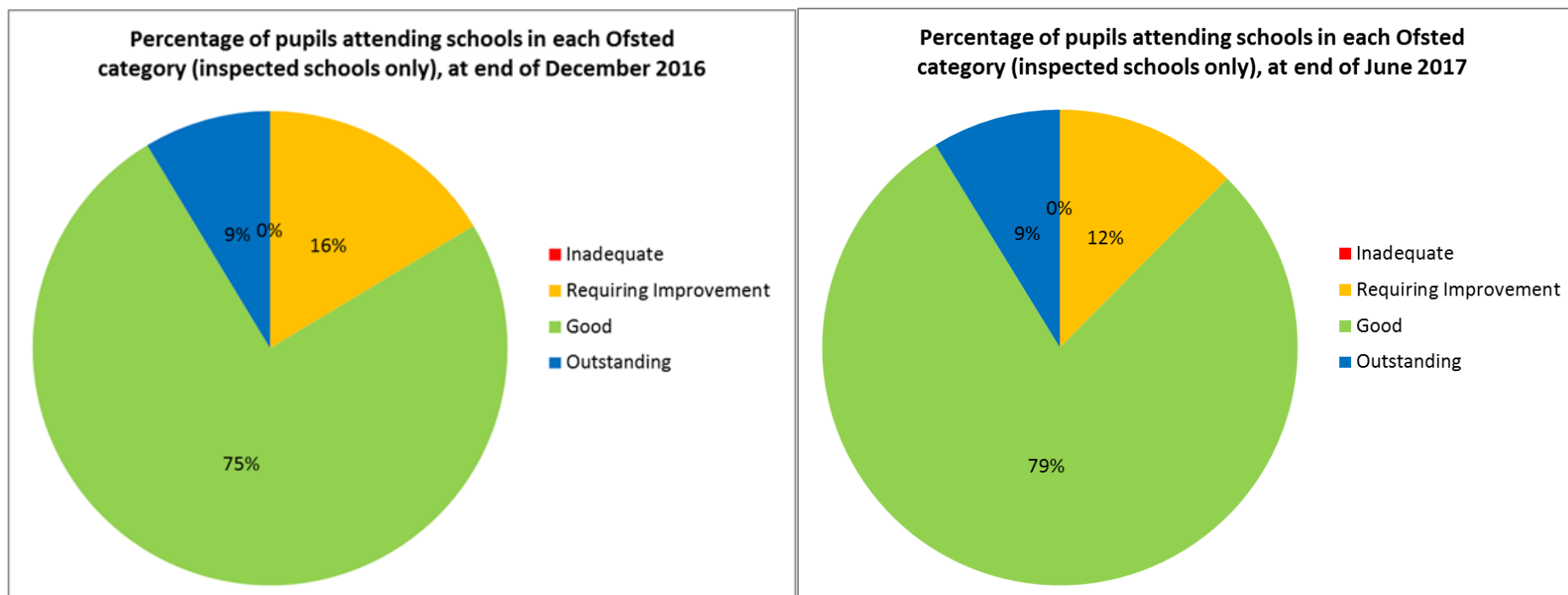
Percentage of pupils out of all pupils (including those at schools that have not yet been inspected).

Change in Ofsted judgements from end of June 2016 to the end of June 2017.



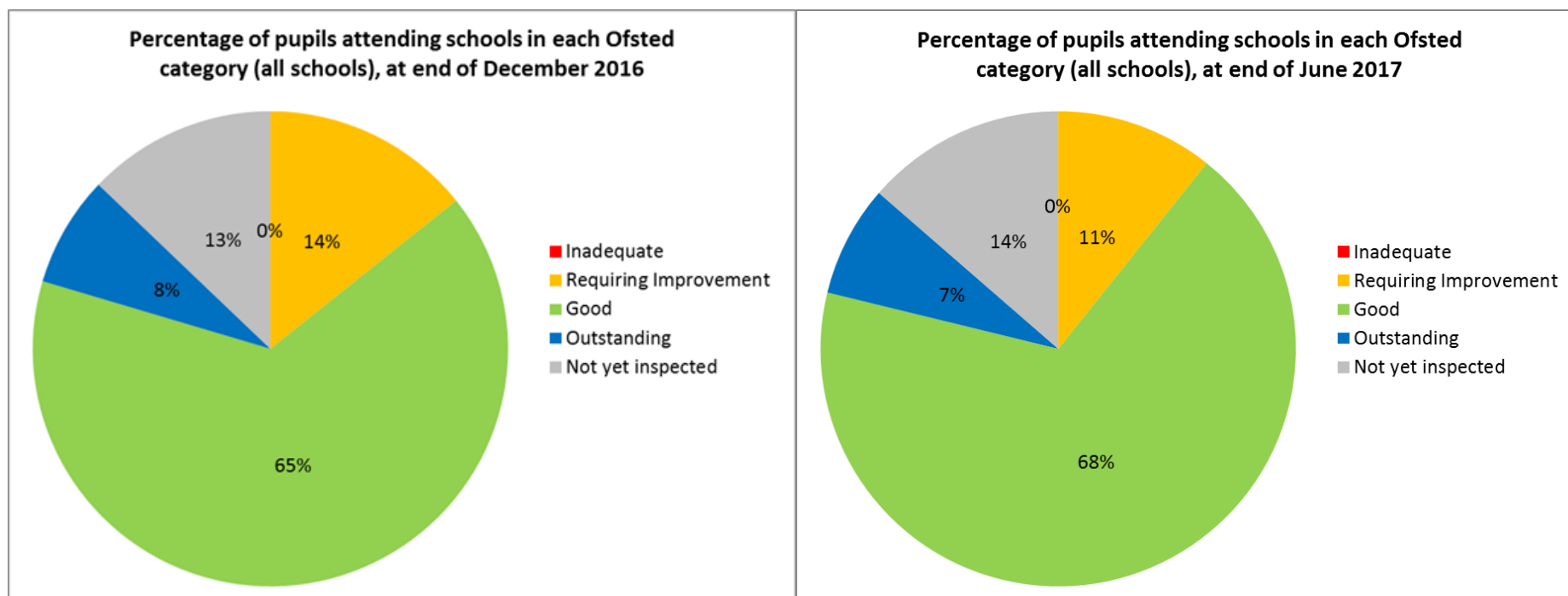
Percentage of schools out of all schools (including schools that have not yet been inspected).

Spring and Summer term change in judgements from end of December 2016 to end of June 2017.



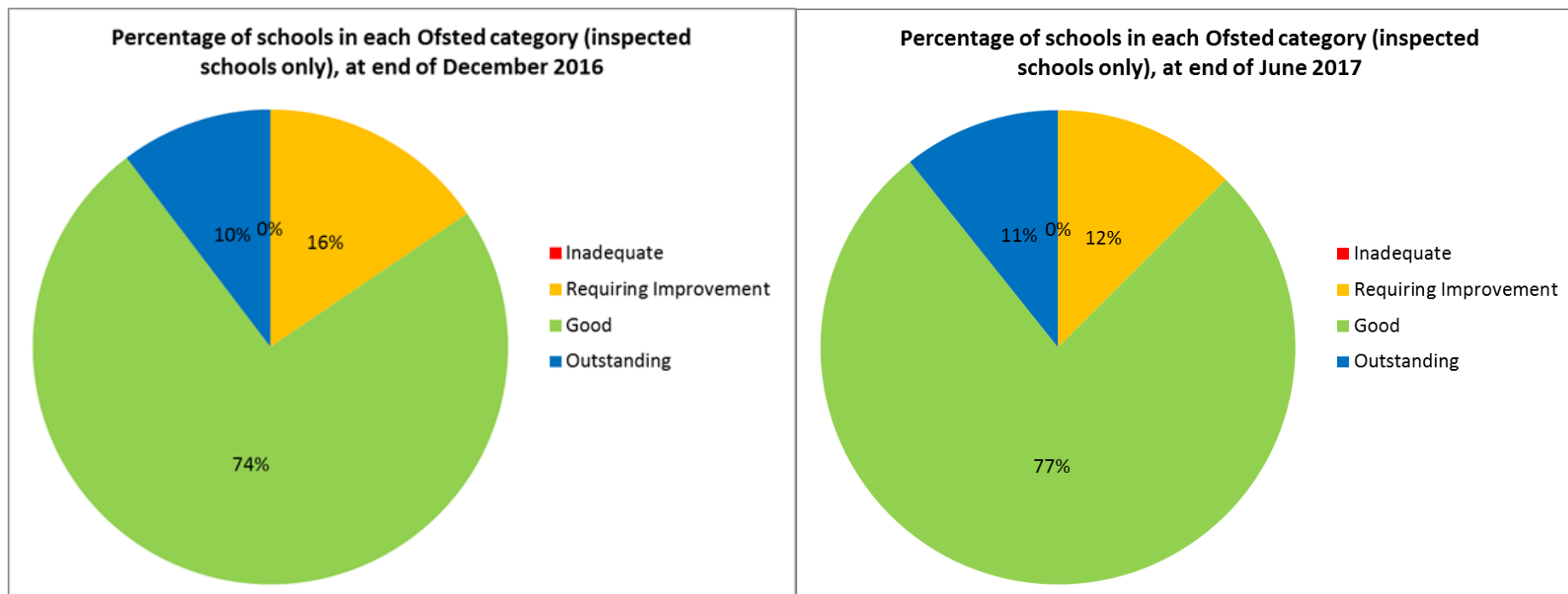
Percentage of pupils out of pupils at inspected schools only.

Spring and Summer term change in judgements from end of December 2016 to end of June 2017.



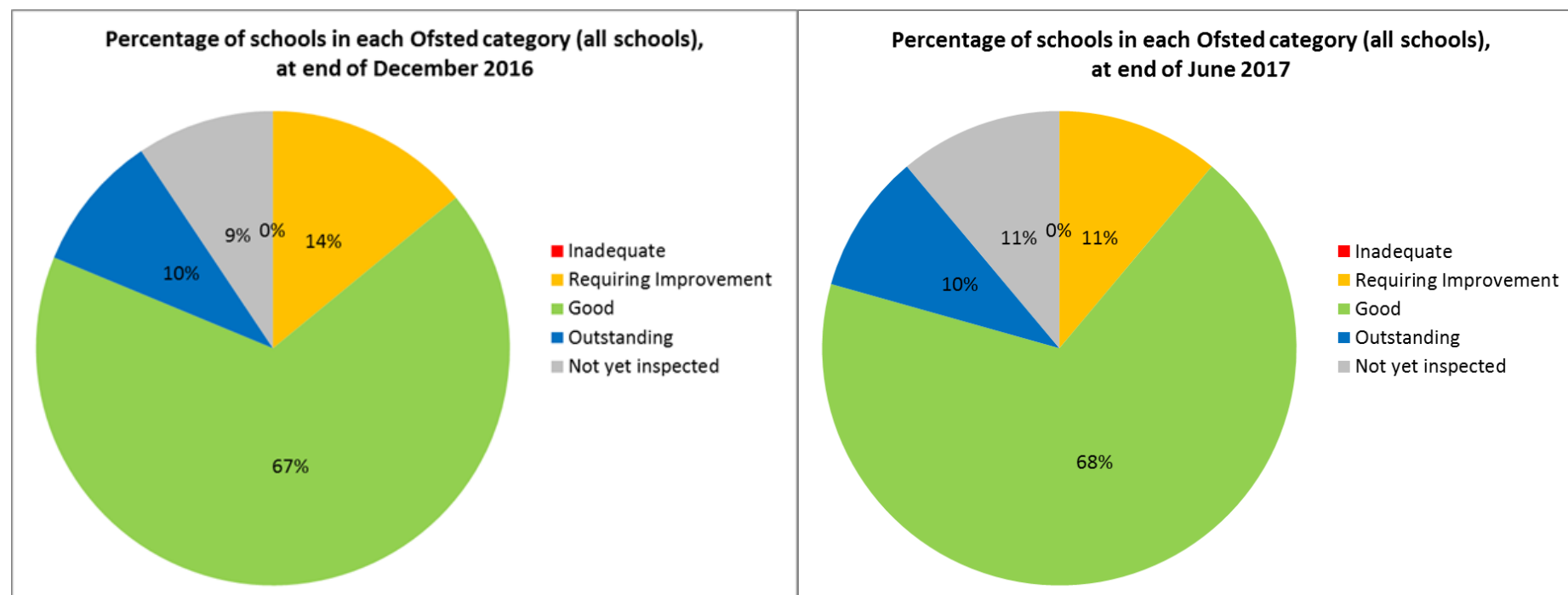
Percentage of pupils out of all pupils (including those at schools that have not yet been inspected)

Spring and Summer term change in judgements from end of December 2016 to end of June 2017.



Percentage of schools out of inspected schools only.

Spring and Summer term change in judgements from end of December 2016 to end of June 2017.



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