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# NOTICE OF MEETING

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## EDUCATION ADVISORY BOARD

TUESDAY, 6 FEBRUARY 2018 AT 4.00 PM

## CONFERENCE ROOM B - CIVIC OFFICES

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### Membership

Councillor Hannah Hockaday (Chair)

Councillor Suzy Horton

Councillor Neill Young

Diocesan representative - Church of England

Diocesan representative - Roman Catholic

Teacher Liaison Panel representative

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

### AGENDA

**1 Apologies for absence**

**2 Declarations of interests**

**3 Minutes of the last meeting - 3 October 2017 (Pages 3 - 10)**

The minutes of the last meeting on 3 October 2017 are attached for approval.

**4 Portsmouth Education Partnership and School Improvement Update  
(Pages 11 - 84)**

#### Purpose of report

This report provides a brief update on the Portsmouth Education Partnership (PEP), school improvement priorities for 2017/18 and targeted support for LA

Maintained Schools in 2017/18.

**RECOMMENDED that members of the Education Advisory Board note progress in terms of:**

- a. **Development of the Portsmouth Education Partnership and publication of the Education Strategy 2017 - 2020, as set out in Section 3 of the report**
- b. **School improvement priorities for 2017/18 and the targeted support to LA Maintained schools in 2017/18.**

**5 Ofsted School Inspections - Autumn 2017 (Pages 85 - 92)**

Purpose of report

- 1.1 This report sets out the outcome of 9 Ofsted school inspections that were carried out by Ofsted during the late summer and autumn terms 2017. This follows a report that was provided to Board Members on 3<sup>rd</sup> July 2017 with a summary of the outcomes of Ofsted inspections for the spring and summer terms.
- 1.2 The report also provides a summary of the overall position for Ofsted judgements across schools in Portsmouth.

**RECOMMENDED that members of the Education Advisory Board note the outcomes of the school inspections that were undertaken during the late summer and autumn terms 2017.**

**6 Date of next meeting**

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

# Agenda Item 3

## EDUCATION ADVISORY BOARD

MINUTES of the meeting of the Education Advisory Board held on Tuesday, 3 October 2017 at 4.00 pm in Conference Room B, Civic Offices.

### Present

Councillor Hannah Hockaday (in the Chair)

Councillors Suzy Horton  
Neill Young

#### 12. Apologies for absence

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

#### 13. Declarations of interests

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

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

#### 14. Minutes of the last meeting - 3 July 2017

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

#### 15. Overview of the 2017 Provisional Results

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

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

He explained that in 2016 a new primary assessment framework was introduced which introduced scaled scores and expected standards for KS1 and KS2. A new accountability framework was also introduced for KS4 which included measures of performance (Progress 8 and Attainment 8). In 2017 a new 9 to 1 grading scale was introduced for GCSEs replacing A\* to G with 9 being the highest grade. The new grading system is being gradually introduced over the next four years, starting with English and maths exams in 2017. All subjects will be under the new grading system by 2020. This therefore makes it difficult to compare results from previous years.

### ***Early Years Foundation Stage Profile***

Mike referred to the graphs in the presentation which showed that Portsmouth was well above the national average in 2015 in terms of the Good Level of Development (GLD) measure. In 2016 national caught up with us although Portsmouth still showed a significant improvement. In 2017 further improvements were made but again not as rapid as national - the gap is now only half a percentage point. In response to a question, Mike said that this wasn't a significant concern. Ella Harbut, who is an Early Years Advisory Teacher and leads the moderation on the EYFSP is doing some investigation around this and providing support to those early years where there are concerns and this is fed into the school improvement board as part of the PEP arrangements. It is an encouraging picture overall. Jo Peach added that they are investigating whether there are any trends but it does seem to be a mixed picture with no common pattern. Influx of EAL pupils could be part of the issue.

### ***Phonics year 1 results***

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

### ***KS1 results***

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

In response to a question, Jo explained that teachers learn how to teach the test. Last year a new moderation arrangement was introduced and this is very robust. The LA has a strong relationship with Southampton City Council and they are both working under the same arrangements. The lead moderator in Southampton is working in Portsmouth and have a really strong

programme of briefings and CPD. Officers are more confident this year about the accuracy of the teacher judgements.

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

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

### **KS2 results**

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

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

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

### **KS4 results**

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

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

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

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

#### ACTIONS:

Mike Stoneman to provide for the Board:

- A table of our statistical neighbours to show the comparison of results. This will be circulated to board. Members once the validated results were available (January 2018).
- Analysis of results between all through primary schools compared to infant/junior schools.

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

#### **16. Portsmouth Education Strategy 2017 - 2020**

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

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

Next steps

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

**ACTION:**

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

**Exclusion of Press and Public**

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

**18. School Improvement Priorities for 2017/18**

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

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

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

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

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

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

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

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

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

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

***School improvement areas for development in 2017/18:***

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



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

In response to questions the following matters were clarified:

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

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

#### **19. Date of next meeting**

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

The meeting concluded at 5.20 pm.

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Councillor Hannah Hockaday  
Chair

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**Meeting:** Education Advisory Board

**Subject:** Portsmouth Education Partnership and School Improvement Update

**Date:** 6<sup>th</sup> February 2018

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

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

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## 1. Purpose of report

- 1.1 This report provides a brief update on the Portsmouth Education Partnership (PEP), school improvement priorities for 2017/18 and targeted support for LA Maintained Schools in 2017/18.

## 2. Recommendations

- 2.1 **It is recommended that members of the Education Advisory Board note progress in terms of:**
- a. **Development of the Portsmouth Education Partnership and publication of the Education Strategy 2017 - 2020, as set out in Section 3 of the report**
  - b. **School improvement priorities for 2017/18 and the targeted support to LA Maintained schools in 2017/18.**

## 3. Portsmouth Education Partnership

- 3.1 As previously reported to the Education Advisory Board, the Portsmouth Education Partnership (PEP) was established in November 2016; a schools-led Partnership bringing together Multi Academy Trusts, individual schools and academies, the Local Authority, Portsmouth Teaching School Alliance, colleges, early years settings and a range of key partners in order to collectively drive improved attainment and opportunity for all children and young people across the city.
- 3.2 The PEP has a Strategic Board (independent chair - Hilary Loder) which meets every term, underneath which are five sub groups, chaired by senior leaders in education, focussing on key priorities agreed by the Board:
- School Improvement Board (refer to paragraphs 4.2 - 4.4)

- Inclusion Group
- Initial Teacher Training / Teacher Recruitment and Retention Group
- Behaviour and Attendance Group
- Post-16 Forum

3.3 Since the Education Advisory Board last met on 3<sup>rd</sup> October, and following extensive consultation during the Autumn, the Education Strategy 2017 - 2020 has been published. A summary of the strategy is attached at [Appendix 1](#). This is a three year strategy which will be updated on annual basis. The full strategy can be accessed by going to the home page of the PEP website:  
[www.portsmoutheducationpartnership.co.uk](http://www.portsmoutheducationpartnership.co.uk)

3.4 At the same time the strategy was launched, the PEP website was also launched. The website contains a wealth of information and resources covering the 10 strategic objectives of the Education Strategy.

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

4.1 The council has a statutory duty to improve standards and ensure that the schools that fall under the council's responsibility (referred to as LA Maintained Schools) maintain high standards. Whilst many of the city's schools have joined Multi Academy Trusts (MATs), 50% of schools remain under the responsibility of the council.

4.2 As previously reported to the Education Advisory Board, targeted school improvement support for LA Maintained schools has been outsourced by the council to the Portsmouth Teaching School Alliance, but under the auspices of the PEP and the School Improvement Board. 2017/18 is the second year of this arrangement.

4.3 The PEP School Improvement Board (SIB) is chaired by a Headteacher (Simon Graham, St Edmund's Catholic School) and comprises of:

- Headteacher representatives from across all school phases and from both LA Maintained schools and Multi Academy Trusts
- Portsmouth Teaching School Alliance
- Solent Maths Hub
- LA officers

4.4 The SIB oversees the main priorities for school improvement across the city and is developing a collaborative school improvement programme, sharing information about the support that is available (a school support directory has been developed) and co-ordinating applications for school improvement funding (e.g. Strategic School Improvement Fund).

### School improvement priorities 2017/18

- 4.5 The SIB has agreed the following key priorities for school improvement in 2017/18
- Improving outcomes for pupils on SEN Support in mainstream schools - major programme launched in January 2018 following successful R2 bid to the SSIF
  - Closing the gap for disadvantaged pupils - programme underway since September 2017 following successful R1 bid to the SSIF
  - Leadership - leadership hubs established through Ambition School Leadership (ASL) and Institute of Education
  - Phonics - to address the dip in performance at Key Stage 1 in 2017 (refer to the letter from Nick Gibb and the LA's response at [Appendix 2a and 2b](#))
  - School attendance (covered by the Behaviour and Attendance Group)
- 4.6 In addition to the above the following areas will also continue to be prioritised for support:
- Improve progress in core subjects at all Key Stages through subject training and networks as well as in school support from SLEs and other specialists with a particular focus on:
    - English
    - Maths
    - Modern Foreign Languages
    - Science / STEM
  - Support for Key Stage 1 and Key Stage 1 moderation and assessment
  - Development of Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs)

### Targeted school improvement support for LA Maintained Schools

- 4.5 As previously reported to the Education Advisory Board, in the early part of the Autumn term, all LA Maintained Schools were sent a copy of the PEP Performance Dashboard which related 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. Academies (and the respective MATs) were also sent the dashboard information, and the LA together with the Portsmouth TSA, have since had positive discussions with all of the MAT CEO/Leads about their improvement plans and sharing strengths across the city.
- 4.6 [Appendix 3](#) provides a summary of support and outcomes in 2016/17 and the latest position with regard to 2017/18. [Appendix 4](#) gives details of the prioritisation for both LA Maintained schools and academies.

## Strategic School Improvement Fund

- 4.7 As reported to the Education Advisory Board on 3<sup>rd</sup> October 2017, the PEP was successful in Round 1 of the national Strategic School Improvement Fund (SSIF) to provide funding (£200,000) for the Challenge the Gap programme which aims to improve outcomes for disadvantaged pupils. The programme has been running for five months and involves 18 schools in 3 clusters (both LA Maintained Schools and Academies).
- 4.8 Through the PEP a bid was also submitted by the Portsmouth Teaching School Alliance for Round 2 of the SSIF, focusing on the PEP priority of improving outcomes for pupils on SEN Support in mainstream schools. It is pleasing to be able to report to the Board that this bid was also successful securing an additional £200,000 of support. This programme also involves 18 schools and is already underway, led by the Teaching School and Challenge Partners.
- 4.9 The two successful SSIF bids reinforce the strength and importance of the Portsmouth Education Partnership and in particular:
- Our capacity to deliver
  - Clarity about local need and priorities
  - Depth of collaboration in the city

## Annual Conversation with Ofsted

- 4.10 On 11<sup>th</sup> January 2018, the council met with Ofsted for its 'Annual Conversation' covering both Children's Social Care and Education. The education presentation given to Ofsted is attached at [Appendix 5](#) and the subsequent letter from Ofsted is attached at [Appendix 6](#). The presentation covered the school improvement journey we have been on (since the inspection by Ofsted in February 2016 of the Local Authority's arrangements for school improvement) and an update on performance across all key stages. It also covered school attendance and exclusions, post-16 participation and performance, implementation of Prevent and updates on Election Home Education and uptake of 2 year old funding. The letter from Ofsted provides a fair and a balanced summary of what was discussed.

### Appendices:

Appendices 1a and 1b: Portsmouth Education Strategy 2017 - 2020 and Performance Data

Appendices 2a and 2b: Letter from Nick Gibb (12<sup>th</sup> December 2017) and LA's response (12<sup>th</sup> January 2018) re: Phonics

Appendix 3: PEP School Improvement Update - February 2018

Appendix 4: Prioritisation of LA Maintained schools and academies

Appendix 5: Presentation to Ofsted on 11<sup>th</sup> January 2018

Appendix 6: Letter from Ofsted (23<sup>rd</sup> January 2018)

## The Portsmouth Education Partnership

The Portsmouth Education Partnership (PEP) was launched in November 2016 in response to a changing and complex educational landscape and the need to significantly improve educational outcomes for children and young people in the city.

The PEP seeks to build on a strong platform of collaborative working in the city. The aim is to maximise the collective resource that is available both within and outside of Portsmouth.

The PEP is fully supported by the local authority and the Regional Schools Commissioner (RSC) as well as a range of other key partners.



### Our vision is to ensure that:

- ★ Educational attainment and progress improve significantly year on year so that children and young people are prepared for the widest career opportunities
- ★ All children and young people, whatever their background and circumstances, are confident, resilient, enthusiastic, happy, healthy and well prepared for adulthood and active involvement in their communities
- ★ Portsmouth is seen as place of choice for the very best senior leaders, teachers and other education staff, where professional development is fostered, career ambitions met and workloads kept manageable

### Our shared values:

- ★ Shared accountability for improving standards and the educational outcomes and life chances of all children and young people
- ★ 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, colleges or settings 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 a crisis

# Our 10 strategic objectives



Prepare children and young people for life and work beyond school



Promote emotional health, wellbeing and resilience in education



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



Collectively work together to ensure all pupils regularly attend school so they can realise their potential



Raise school standards through collaboration, challenge and support



Meet the needs of children and young people with Special Educational Needs and / or Disabilities



Recruit, retain and grow the best teachers and leaders



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



Strengthen the curriculum across all key stages through a sustained investment in continuous professional development (CPD)



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

The full strategy can be found at [www.portsmoutheducationpartnership.co.uk](http://www.portsmoutheducationpartnership.co.uk)

## What will success look like?

The success of the Portsmouth Education Partnership and the implementation of the Portsmouth Education Strategy will ultimately be judged on a number of measures and outputs. The Strategic Board of the PEP has set itself the following targets for 2020:

- ★ All settings, schools and post-16 providers in Portsmouth will be judged by Ofsted to be good or better
- ★ No schools will be below floor or coasting standards
- ★ At Early Years Foundation Stage we will maintain and improve on our high ranking nationally and improve results for SEN pupils, boys and FSM pupils
- ★ At Key Stage 1 and Key Stage 2, expected standards in writing, reading and maths will be in line or better than our statistical neighbours and the gap between Portsmouth and national will be closed by half. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators
- ★ At Key Stage 4 we will ensure there is sustained improvement against all key indicators including Progress 8, Attainment 8 and EBacc achievement. For Progress 8 we will ensure that the gap between Portsmouth and national will be closed by half.
- ★ Overall school absence and persistent absence rates will continue to be reduced so that for primary schools it will be better than those nationally and for secondary the gap to national will be halved
- ★ Participation in education and training at ages 16 & 17 will improve further by halving the gap to national
- ★ The number of Initial Teacher Training (ITT) trainees will increase by 15% and we will ensure that over 75% find permanent appointments in Portsmouth's schools
- ★ At Key Stage 5 we will increase the proportion of young people achieving a Level 3 qualification by the age of 19, by halving the gap to national



## Education strategy data

Indicator	Change 2014/15 to 2015/16	Change 2015/16 to 2016/17	2014/15	2014/15 LA rank quartile	2015/16	2015/16 LA rank quartile	2016/17	2016/17 LA rank quartile
Ofsted judgement	Schools good or outstanding (% out of inspected schools only)	↕	84	●●●○	84	●●●○	88	●●●○
Floor standards	KS2 Schools below the floor standard (%)	↔	6	●●●○	0	●●●○	3	●●●○
	KS4 Schools below the floor standard (%)	↕	0	●●●○	0	●●●○	10	●●●○
Coasting standards	KS2 Schools below the coasting standard for three consecutive years (%)	↕			9	●●●○	9	●●●○
	KS4 Schools below the coasting standard for three consecutive years (%)	↔			14	●●●○	0	●●●○
EYFSP	Good level of development (%)	↕	69	●●●○	70	●●●○	71	●●●○
Phonics	Year 1 pupils working at expected standard (%)	↕	74	●●●○	81	●●●○	77	●●●○
KS1 (pre-2016)	Reading level 2+ (%)		92	●●●○				
	Writing level 2+ (%)		90	●●●○				
	Maths level 2+ (%)		94	●●●○				
	Reading level 3+ (%)		39	●●●○				
	Writing level 3+ (%)		14	●●●○				
	Maths level 3+ (%)		25	●●●○				
KS1 (2016 onwards)	Reading reaching the expected standard (%)	↕			73	●●●○	74	●●●○
	Writing reaching the expected standard (%)	↕			63	●●●○	66	●●●○
	Maths reaching the expected standard (%)	↕			71	●●●○	73	●●●○
	Reading reaching the higher standard (%)	↕			29	●●●○	25	●●●○
	Writing reaching the higher standard (%)	↕			12	●●●○	12	●●●○
	Maths reaching the higher standard (%)	↕			17	●●●○	17	●●●○
KS2 (pre-2016)	Reading, writing & maths level 4+ (%)		78	●●●○				
	Reading level 4+ (%)		88	●●●○				
	Writing level 4+ (%)		86	●●●○				
	Maths level 4+ (%)		86	●●●○				
	Reading, writing & maths level 5+ (%)		18	●●●○				
	Reading level 5+ (%)		44	●●●○				
	Writing level 5+ (%)		26	●●●○				
	Maths level 5+ (%)		37	●●●○				
	Expected progress reading (%)		87	●●●○				
	Expected progress writing (%)		93	●●●○				
	Expected progress maths (%)		88	●●●○				
KS2 (2016 onwards)	Reading, writing & maths reaching the expected standard (%)	↕			48	●●●○	57	●●●○
	Reading reaching the expected standard (%)	↕			62	●●●○	67	●●●○
	Writing reaching the expected standard (%)	↕			73	●●●○	74	●●●○
	Maths reaching the expected standard (%)	↕			64	●●●○	71	●●●○
	Reading, writing & maths reaching the higher standard (%)	↕			2	●●●○	5	●●●○
	Reading reaching the higher standard (%)	↕			14	●●●○	20	●●●○
	Writing reaching the higher standard (%)	↕			7	●●●○	9	●●●○
	Maths reaching the higher standard (%)	↕			12	●●●○	18	●●●○
	Reading progress score (2016 mainstream schools, 2017 all schools)	↕			-1.5	●●●○	-1.5	●●●○
	Writing progress score (2016 mainstream schools, 2017 all schools)	↕			-1.3	●●●○	-1.8	●●●○
Maths progress score (2016 mainstream schools, 2017 all schools)	↕			-1.7	●●●○	-1.5	●●●○	
KS4 (pre-2016)	5+ A*-C including English & maths (%)	↕	51	●●●○	52	●●●○		
	Expected progress English (%)		66	●●●○				
	Expected progress maths (%)		62	●●●○				
KS4 (2016 onwards)	Attainment 8 score	↕	44.1		46.3	●●●○	42.3	●●●○
	Progress 8 score	↕			-0.17	●●●○	-0.13	●●●○
KS4	Standard pass (A*-C or 9-4) English & maths (%)	↕	53	●●●○	58	●●●○	58	●●●○
	Strong pass (9-5) English & maths (%)						37	●●●○
	Entered all elements of the Ebacc (%)	↕	36	●●●○	38	●●●○	43	●●●○
	Achieved standard pass (A*-C or 9-4) Ebacc (%)	↕	20	●●●○	19	●●●○	21	●●●○
	Achieved strong pass (9-5) Ebacc (%)						18	●●●○
Post 16	Achievement Level 2 with E&M by age 19 (%)	↕	62	●●●○	55.5	●●●○	Mar '18	
	Achievement Level 2 by age 19 (%)	↕	81	●●●○	74.3	●●●○	Mar '18	
	A*-C English & maths by age 19, for those who had not achieved this by 16 (%)	↕	21	●●●○	19.4	●●●○	Mar '18	
	Achievement Level 3 by age 19 (%)	↕	50	●●●○	43.5	●●●○	Mar '18	
	16-18 Apprenticeship success rate (%)	↕	77	●●●○	75.2	●●●○	Jun '18	
	Participation in education or employment / training at 16 (%)	↕	92.7	●●●○	93.3	●●●○	Jun '18	
	NEET at 16 (%)	↕	3.4	●●●○	3.3	●●●○		
	Participation unknown at 16 (%)	↕	2.1	●●●○	1.6	●●●○		
	Participation in education or employment / training at 17 (%)	↕	83.6	●●●○	86.1	●●●○	Jun '18	
	NEET at 17 (%)	↕	7.7	●●●○	5.2	●●●○		
	Participation unknown at 17 (%)	↕	13.7	●●●○	1.7	●●●○		
	Participation in education or employment / training 16-17 (%)	↕	88.7	●●●○	89.6	●●●○	Jun '18	
	NEET 16-17 (%)	↕	5.5	●●●○	4.2	●●●○		
	Participation unknown 16-17 (%)	↕	7.9	●●●○	1.6	●●●○		
Progression to higher education (% entered at 18 or 19)		24	●●●○	Aug '18		Aug '19		
Attendance (pre-2015/16)	Persistent absence - Primary (%) (15% PA threshold)		2	●●●○				
	Persistent absence - Secondary (%) (15% PA threshold)		7	●●●○				
Attendance (2015/16 onwards)	Persistent absence - Primary (%) (10% PA threshold)				9	●●●○	Mar '18	
	Persistent absence - Secondary (%) (10% PA threshold)				18	●●●○	Mar '18	
Attendance	Overall absence - Primary (%)	↕	4	●●●○	4	●●●○	Mar '18	
	Overall absence - Secondary (%)	↕	6	●●●○	6	●●●○	Mar '18	
Exclusions	Permanent exclusions (number of exclusions as % of number on roll)	↕	0.05	●●●○	0.06	●●●○	Jul '18	
	Fixed period exclusions (number of exclusions as % of number on roll)	↕	5.68	●●●○	6.95	●●●○	Jul '18	
Sufficiency of school places	School capacity in state funded primary schools (%) (2016 provisional)	↕	8		8			
	School capacity in state funded secondary schools (%) (2016 provisional)	↕	23		20			
	Primary first preference offers made to applicants (%)	↕	87	●●●○	85	●●●○	Jun '18	
	Secondary first preference offers made to applicants (%)	↕	87	●●●○	87	●●●○	Jun '18	
LAC	Personal Education Plans completed on time (%)	↕	99.5		99.5			
SEN	New EHC Plans issued within 20 weeks (% excluding exception cases)	↕	87	●●●○	98	●●●○	May '18	
	CYP transferred from SEN statements to EHC Plans (%)	↕	8	●●●○	51	●●●○	May '18	

### 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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**Rt Hon Nick Gibb MP**  
Minister of State for School Standards

Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT  
tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Ms Alison Jeffery  
Director of Children's Services  
Portsmouth City Council  
3rd Floor, Civic Offices  
Guildhall Square  
Portsmouth  
PO1 2AL

12 December 2017

Dear Ms Jeffery,

I am writing following the publication of the 2017 phonics screening check results in the Department's Statistical First Release 49/2017.

As you will be aware, the phonics screening check is designed to ensure that pupils have reached the expected standard in phonic decoding, as well as helping identify those pupils who need additional support. Getting the fundamentals right at an early age is vital for children. Ensuring the mechanics of reading are secure enables their reading fluency to progress, and this is a good indicator of success at secondary and later life.

In any local authority area, there will be schools with differing characteristics that will have reached different levels of progress with their pupils in the check. I have, nevertheless, noticed that your authority's result has declined by 4 percentage points since 2016.

I recognise that this has taken place against a background of a significant increase of 26 percentage points between 2012 and 2016, which represents a significant improvement over time and a credit to the hard work of teachers and head teachers in your schools.

I also note that your authority's results have now fallen below the national average of 81 per cent.

It is important to continue to support those schools that require it, to ensure that this decline does not continue to future years. We want every child to reach their potential and this means ensuring all pupils can read fluently by the time they leave primary school.

Notwithstanding the large body of research evidence which shows that systematic phonics is the most effective method for teaching literacy for all children, not all schools currently use such programmes or teach them effectively. These programmes are especially effective for younger, at-risk readers. Phonics is also most effective when combined with a language-rich curriculum to develop children's positive attitudes towards literacy.

I should be grateful, therefore, if we could meet at your earliest convenience to discuss how this decline in phonics attainment can be reversed and the plans you intend to put in place to ensure your schools continue to improve their phonics teaching.

With best wishes.

Your sincerely,

RT Hon Nick Gibb MP  
Minister of State for School  
Standards  
Sanctuary Buildings  
20 Great Smith Street  
Westminster  
London  
SW1P 3BT

**Children, Families and  
Education**

Civic Offices  
Guildhall Square  
Portsmouth  
PO1 2AL

Phone: 023 9284 1202

Our Ref: DCS0286/AJ

Date: 12<sup>th</sup> January 2018

*Dear Mr Gibb,*

**2017 Phonics Screening Check results**

Thank you for your letter of 12 December.

I, and my Deputy Director Mike Stoneman, would be delighted to meet with you either here in Portsmouth or in London.

If you are able to visit Portsmouth we would propose organising some visits to schools to see some outstanding practice in action but also where there has been a dip in phonics performance and what is being done to address this. During your visit (or a meeting in London of course if you are not able to visit) we can tell you more about what we think may have accounted for last year's decline in results (following a four year trend of significant improvement) and the work we and other partners are doing to ensure further improvements can be made in 2018.

I will arrange for my colleague Leanne Rook to contact your offices to arrange a convenient time when we can meet.

Yours sincerely

**Alison Jeffery**  
**Director of Children, Families and Education**

Cc Mike Stoneman, Deputy Director, Education  
Cllr Hannah Hockaday, Cabinet Member for Education  
Jo Peach, Executive Director, Portsmouth Teaching School Alliance  
Maria Dawes, Deputy Regional Schools Commissioner, SESL

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## Appendix 3

### PEP School Improvement Update - February 2018

#### School Improvement Support in 2016/17

In 2016/17 the Portsmouth Teaching School Alliance delivered a comprehensive range of school improvement support for LA Maintained Schools under the auspices of the Portsmouth Education Partnership (PEP) and the PEP School Improvement Board (SIB). The Teaching School has worked closely with a number of Multi Academy Trusts (MATs) to support school improvement in several schools.

#### LA maintained schools: summary of support in 2016/17

- In 2016/7 a robust system of analysis was designed to identify which schools were in need of support using the PEP Performance Dashboard. The dashboard did not include special schools.
- In September 2016, there were 36 LA maintained schools excluding special schools.
- In 2016/17, 18 LA maintained schools were identified which were in need of support (priority 1 or 2).
- In 2016/2017, a comprehensive range of support was delivered for LA maintained schools.
- The main priorities for school improvement in 2016/17 were identified as:
  - KS1 and 2 moderation
  - closing gaps for disadvantaged pupils
  - developing subject networks for MFL, science and English as well as continuing support from the Solent Maths Hub.
- Support for 2 secondary schools was provided throughout 2016/17. One school was issued with a warning notice.
- The main source of support has been through SLEs who have been extensively deployed across the city. Over the last year support has been given to schools with 102 days of SLE support using 18 SLEs in 20 schools.
- We deployed LLEs to work on Pupil Premium Reviews in 3 schools and a further 3 reviews used local and national senior leaders.
- NLEs were deployed working with leadership teams in 4 schools and in addition Headteachers have been deployed to support others in 3 schools.
- The Teaching School won £15,000 in funding to support Grade 3 schools.
- Support has also been given to governor services and the NQT programme.

#### Outcomes

- Of the 16 infant/primary schools which were a priority, there was successes in improving attainment (by July 2017) in 6 schools in Reading, Writing and Maths where a lot of support was put in. All of these improved results by a larger margin than the national improvement (some of these have become academies quite recently).
- There were 4 further LA schools, apart from those above, with improved results in 2017 at KS2 in combined RWM. Support has been put into all these schools but it has not been intensive.
- In Ofsted terms, one LA school which was grade 3 moved to Grade 2 and another school which was Grade 2 moved to 3. All other LA schools inspected retained their good/outstanding grades.
- The LA Ofsted monitoring visit was positive and good progress was noted against the actions.

## LA maintained schools: summary of support to date in 2017/18

- In September 2017, there were 30 LA Maintained schools excluding special schools.
- In September 2017 10 LA Maintained schools were prioritised as 1 or 2
- The priorities for school improvement for 2017/18 are:
  - **Improving outcomes for pupils on SEN Support in mainstream schools**
  - **Closing gaps for disadvantaged pupils**
  - **Improving outcomes for the most able**
  - **Leadership**
  - **Phonics**
  - (School Attendance is covered under the Behaviour and Attendance Group but links to school improvement)
- All the Teaching School's CPD is linked to the key Portsmouth priorities (see Portsmouth TSA website for further details)
- The SIB is working with the special schools to design a system that accurately identifies their priorities. All special schools are either in discussions about becoming an academy or are already academies.
- Work is underway to develop a quality assurance review of the educational outcomes of pupils in our 9 inclusion units
- Delivery of specific training for governors is being planned
- For 2017/18 there will be continued support for KS1-2 moderation and the development of NQTs and RQTs

### Outcomes

- On behalf of the PEP, the Teaching School has successfully bid for Round 1 of the SSIF for £200 000 of funding to support the Challenge the Gap project which is working with 18 schools
- The Teaching School has also been successful in a Round 2 SSIF bid for £200,000 to support 18 schools to improve outcomes for pupils on SEN support in mainstream school
- 2017 Primary progress data (KS1-2 only) indicated that 5 schools required a Priority 1 visit. Of these, 2 have been given grade 2 by Ofsted. One has had intensive support and has become an academy and one is being given intensive support.
- Secondary progress data for 2017 indicated that 2 schools were priority 1. In one, results improved in 2017 and the other has been issued with a warning notice and is in discussions about becoming an academy.
- In Ofsted terms, we have no inadequate schools. Overall we have improved our Ofsted gradings from 50% Grade 2 or above in 2012 to 88.1% in September 2017.
- The Ofsted annual visit was positive and the team of 5 recognised how much we had put in place and were pleased with the accuracy of our assessment of our strengths and areas for development. The upward trend in all key indicators was also noted.

### Academies

- In Sept 2016 there were xx20 academies not including special schools.
- In Sept 2017 there were 26 academies not including special schools.
- In 2016 there were 15 academies that were priority 1 or 2. In Sept 2017 there were 12 academies that were priority 1 or 2.
- In 3 Academies attainment has improved considerably in the combined measure of RWM at KS2
- Progress was strong at KS1-2 in 2 academies in all 3 subjects



- In 2017/8, we have some concerns about progress KS1-2 in 9 academies. All Multi Academy Trusts have an annual meeting with PCC and the Teaching School where this is explored.

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# Portsmouth City Council Education: context and improvement journey

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Alison Jeffery, Director, CFE  
Mike Stoneman,  
Deputy Director, Education



# Portsmouth context

- 24% children in low income families, compared to 20% nationally
- More deprived relatively in 2015 than in 2010, more multi cultural; significant rise in UAMs over 2016 and 2017

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High levels of domestic abuse

- Slower economic growth than other areas in the LEP region
- Rising levels of concern about crime and County Lines/exploitation in particular
- Attainment and progress continues to be below national levels, despite almost all schools being good or better and a continuing trend of improvement

# School improvement: overview

## Strong and effective Multi Academy Trusts

- Over 50% of Portsmouth's schools are now part of a Multi Academy Trust - likely to rise to 70% by the end of 2018
- Currently 12 Multi Academy Trusts operating 31 academies in Portsmouth
- Portsmouth Academy Protocol

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## The Portsmouth Education Partnership

- Strategic Board – independent chair
- Sub Groups: School Improvement Board (SIB); Teacher Recruitment and Retention, Inclusion, Behaviour and Attendance and Post-16 Forum
- Education Strategy 2017 - 2020

Also strong collaboration with other Teaching Schools through the HISP (Hampshire, Isle of Wight, Southampton and Portsmouth).

# School improvement journey: 2016

- Ofsted inspection of school improvement arrangements in Feb 2016. Action Plan issued by LA in June 2016 with 8 priorities
- Permanent appointment of Deputy Director for Education April 2016
- Portsmouth Education Partnership launched in Nov 2016 - Strategic Board and Sub Groups established in 'shadow form'
- PEP School Improvement Board (SIB) – Headteachers, MATs, Portsmouth TSA, LA officers, Solent Maths Hub
- Education Advisory Board (Member led) established by the council to scrutinise LA school improvement support
- LA commissioned Portsmouth Teaching School Alliance to deliver targeted school improvement support to LA Maintained Schools but under the auspices of the PEP and reporting to the SIB
- Key Stage 1 and 2 moderation and assessment - more robust approach implemented jointly with Southampton City Council; supported by comprehensive programme of briefings, CPD and recruitment & training of moderators

# School improvement journey: 2016

- By Oct 2016 a robust system of analysis has been put in place to determine targeted school support and challenge through the PEP Performance Dashboard
  - All schools / academies are sent a copy of their individual dashboards
  - For LA Maintained Schools the dashboard determines a priority rating of 1-3 (1 being the highest priority) and informs the amount of targeted support they will receive in an academic year
  - For academies, the dashboard informs discussions with MATs (including an annual conversation in the Autumn term) - addressing areas of concern and sharing areas of strength
- PEP School Support Directory published – system leaders
- LA use of powers of intervention for two special schools - warning notices issued and IEBs established for Redwood Park and The Harbour Schools
- Challenge Partners Hub established by Portsmouth TSA – now involves 26 schools (21 from Portsmouth)

# School improvement journey: 2017

- Portsmouth Education Partnership strengthened. PEP Manager recruited in Sept 2017. PEP Website launched. Education Strategy 2017 - 2020 published in Nov 2017
- During 2016/17 18 LA Maintained schools were given targeted support through the contract with the Portsmouth TSA.
- Of the 18 schools, significant improvements in attainment in 6 schools in RWM (by July 2017) - Manor Infant, St Jude's (KS1 and 2), Highbury Primary (KS2), Langstone Junior, Meon Junior and Portsdown Primary (KS1 and 2). Improvements also at Copnor Primary, Craneswater Junior, Medina Primary and Wimborne Junior.
- Extensive deployment of SLEs - 18 SLEs in 20 schools (over 100 days)
- Deployment of LLEs to work on Pupil Premium Reviews in 3 schools and a further 2 reviews using local senior leaders
- Deployment of NLEs working with leadership teams in 4 schools + deployment of local Heads to support 3 schools



# School improvement journey: 2017

- Collaborative working with MATs to support school improvement in schools e.g. TSAT
- 4 successful School to School Support Bids - Manor Infant, St Jude's Primary, King Richard and Lyndhurst Junior
- 15 academies highlighted as priorities 1 or 2 - informed annual conversation with MATs and with the RSC
- Strategic School Improvement Fund - successful bid in Round 1 'challenge the gap' involving 18 schools. Programme commenced in Sept 2017
- Subject networks (primary and secondary) established in 2017 for English, Maths (Solent Maths Hub), MFL and Science
- Warning Notice issued to King Richard School in Nov 2017 - close joint working with United Learning Trust with agreed programme of school improvement support

# School improvement journey: 2018

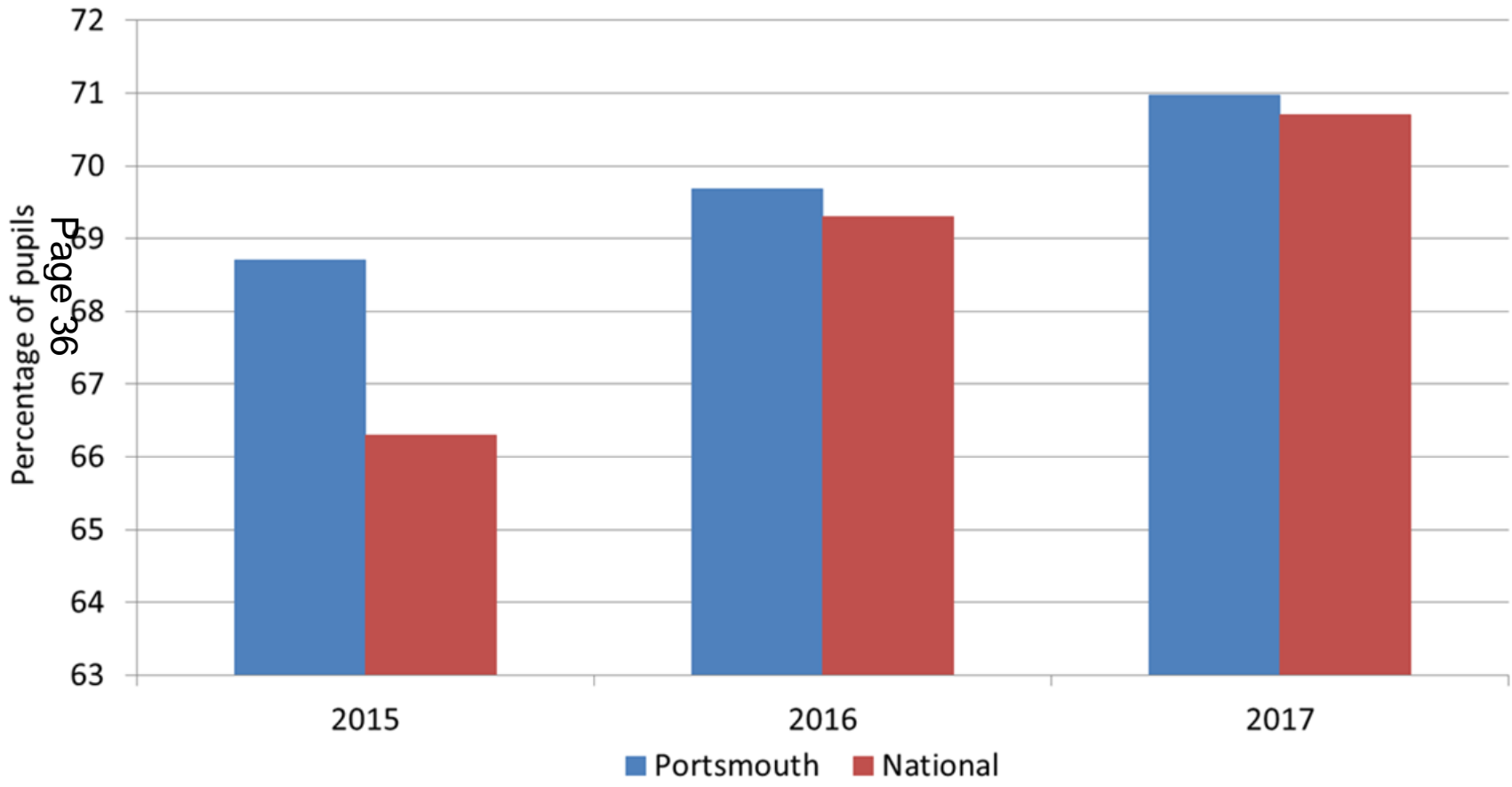
- 10 LA Maintained Schools identified for targeted school improvement support in 2017/18 - particular focus on Milton Park Primary, Fernhurst Junior, Cottage Grove Primary, Portsdown Primary, Northern Parade Junior, Copnor Primary, King Richard School and Mayfield School
- 15 academies highlighted as priorities 1 or 2 - informed annual conversation with MATs and RSC
- Strategic School Improvement Fund - awaiting outcome of bid in Round 2 focusing on improving outcomes for pupils on SEN Support in mainstream schools (18 schools targeted); literacy bid planned for Round 3 focusing on Key Stage 2

# School improvement priorities for 2018

- Improving outcomes for pupils on SEN Support in mainstream schools
- Closing gaps for disadvantaged pupils
- Leadership development
- Focus on the most able
- School attendance and exclusions
  
- Strengthening of the PEP
- Growth and expansion of MATs

# Early Years Foundation Stage Profile

EYFSP - Percentage of pupils achieving a good level of development



# Early Years Foundation Stage Priorities 2018

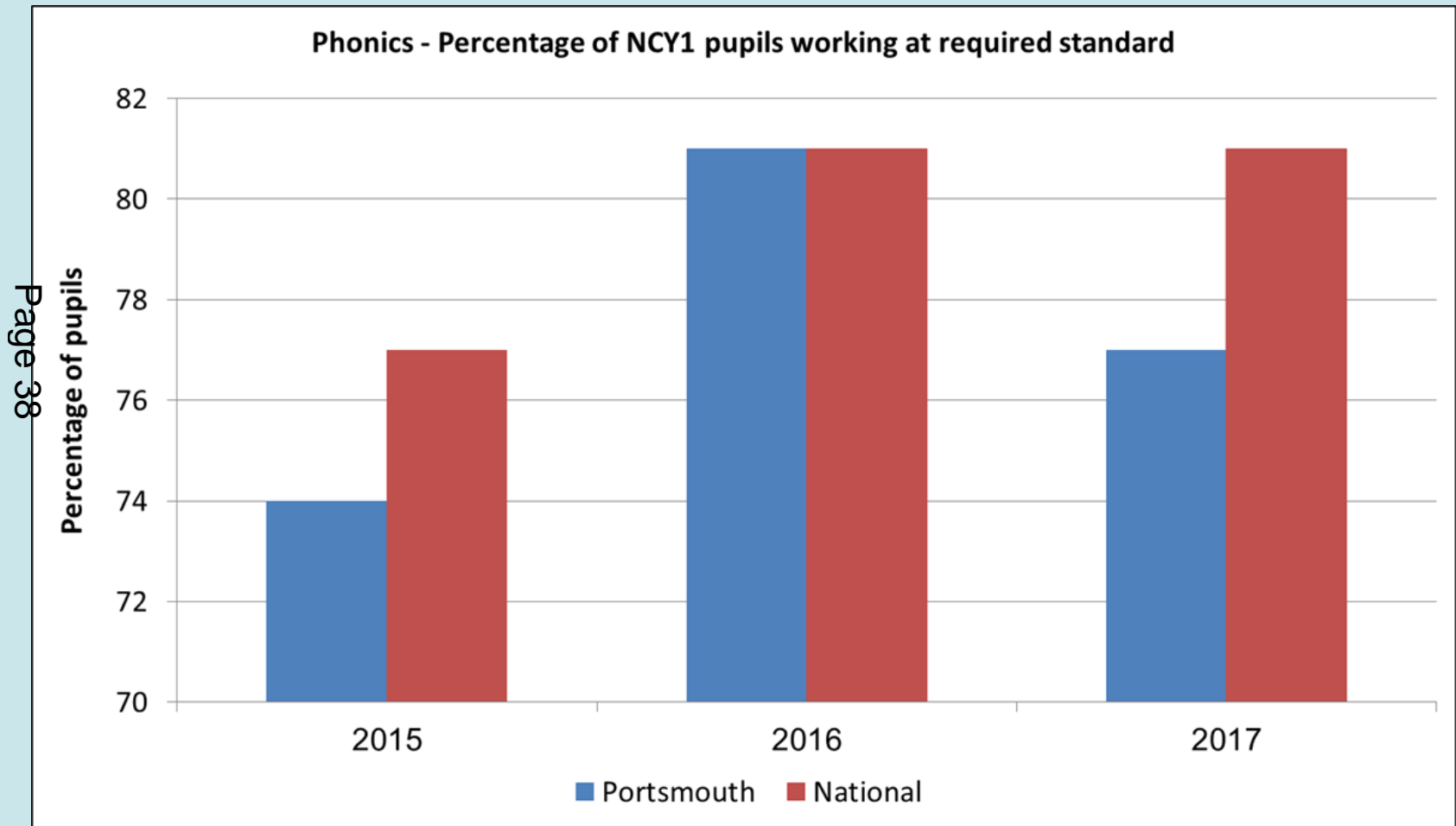
- Early Years Advisory Teachers to undertake targeted work with 7 schools - highest % of cohort not achieving GLD and have consistently been below national (Devonshire Infant, Medina Primary, Cottage Grove Primary, St George's Primary, Stamshaw Infant, Milton Park Primary and Portsdown Primary)

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The 7 schools will be matched with stronger performing schools in the city who have a similar profile in terms of disadvantage / FSM, EAL, SEND, etc

- Also a focus on 10 schools where significant proportion of boys have not achieved GLD
- Consideration of a SSIF bid in Round 3 to support this work

# Phonics



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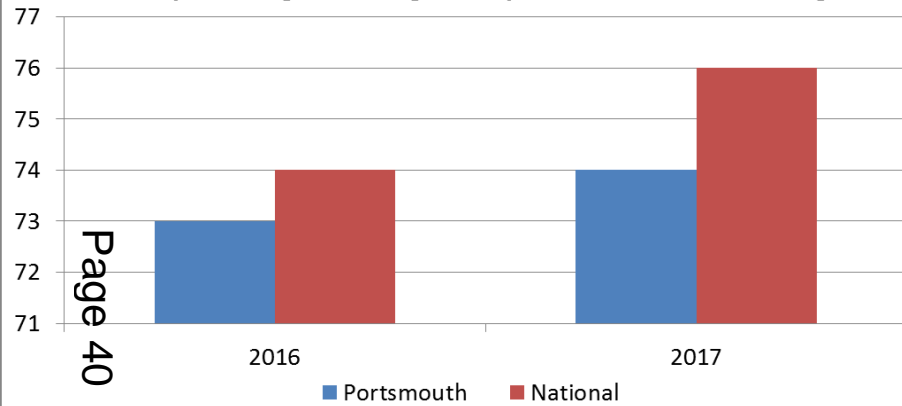
# Phonics

- 2016 results were out of line with a gradual trend of improvement
  - The drop in 2017 to 77% was disappointing but was above that achieved in 2015 (74%)
  - All pupil groups saw a decline in phonics (with the exception of SEND)
- Most significant falls were for FSM pupils (6 ppts) and Girls (5 ppts)
- Schools with consistently good phonics - St Swithun's Primary and College Park Infant
- Schools with a significant fall in 2017 - Northern Parade Infant, Portsdown Primary, Beacon View Primary, Flying Bull Primary, Highbury Primary and Langstone Infant

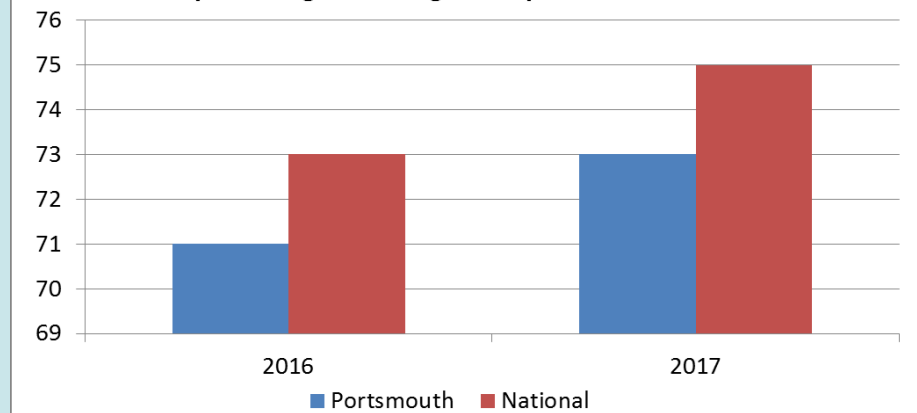
# Key Stage 1 attainment

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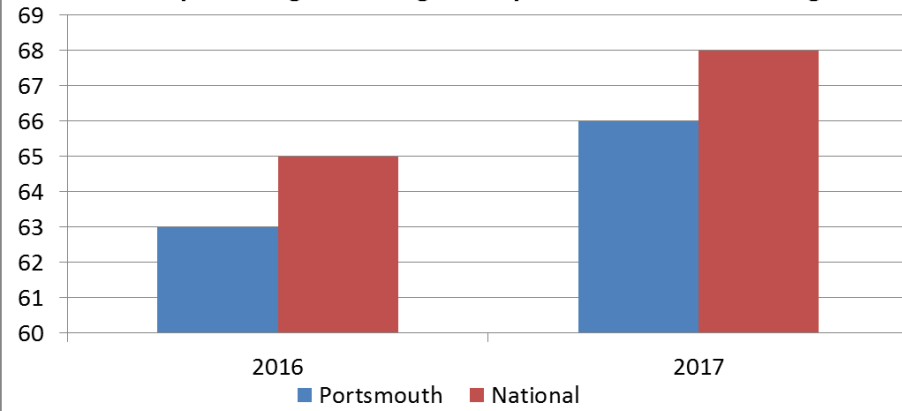
KS1 - percentage reaching the expected standard - Reading



KS1 - percentage reaching the expected standard - Maths



KS1 - percentage reaching the expected standard - Writing





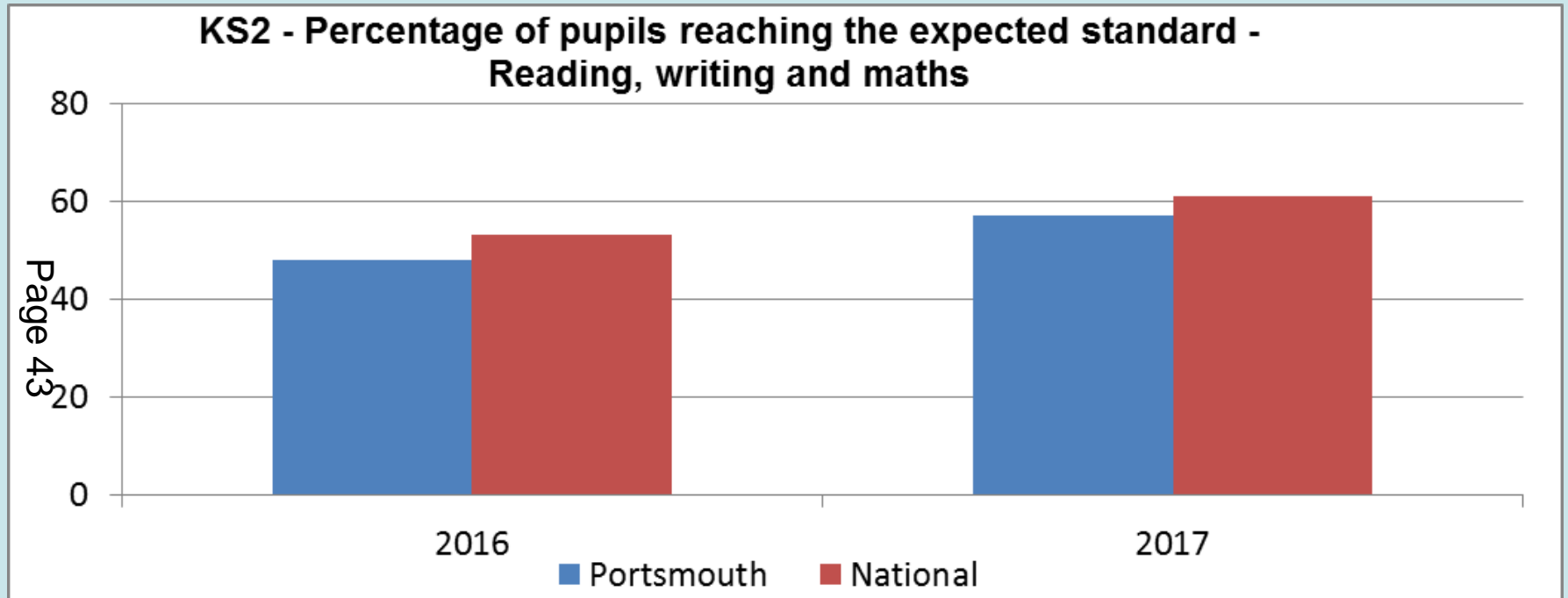
# LA Rankings: EYFSP, Phonics & Key Stage 1

	LA Ranking 2016	LA Ranking 2017	Trend
EYFSP - Good Level of Development	70 <sup>th</sup>	73 <sup>rd</sup>	↔
Phonics Yr 1	58 <sup>th</sup>	140 <sup>th</sup>	↓
KS1 Reading	90 <sup>th</sup>	92 <sup>nd</sup>	↔
KS1 Writing	104 <sup>th</sup>	101 <sup>st</sup>	↔
KS1 Maths	93 <sup>rd</sup>	108 <sup>th</sup>	↓

# Key Stage 1 priorities 2018

- Key Stage 1 moderation
- Phonics
- Disadvantaged pupils
- SEN in mainstream
- Subject support in English, maths, science and MFL

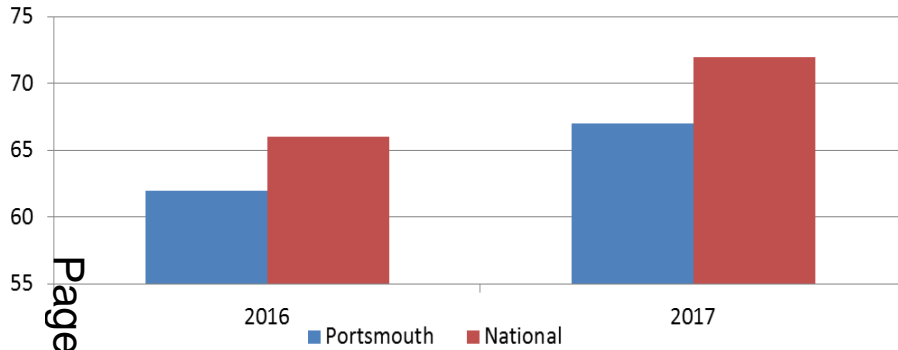
# Key Stage 2 attainment



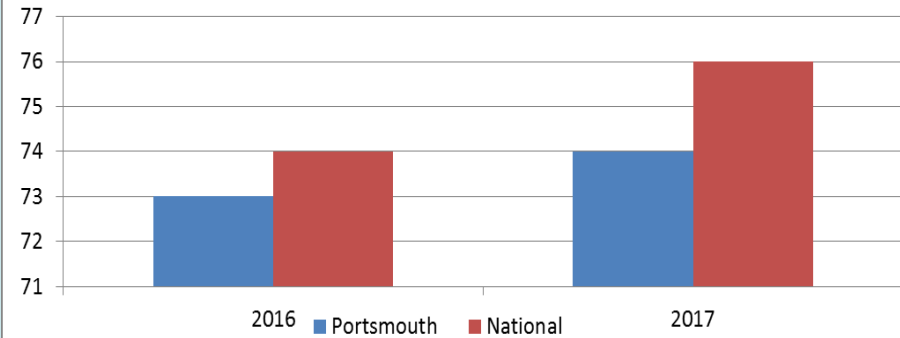
# Key Stage 2 attainment

Page  
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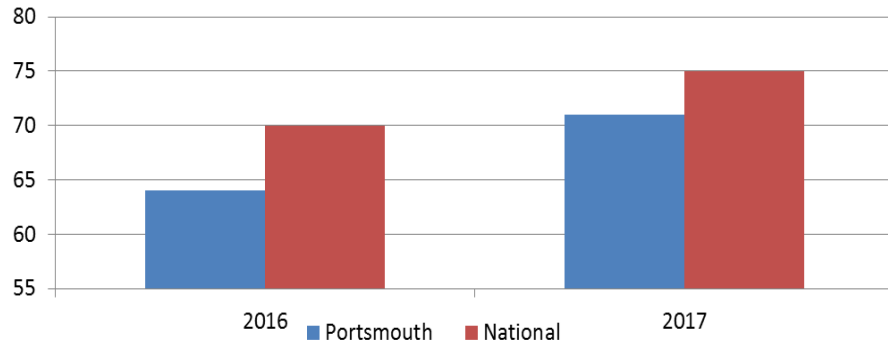
KS2 - Percentage of pupils reaching the expected standard - Reading



KS2 - Percentage of pupils reaching the expected standard - Writing

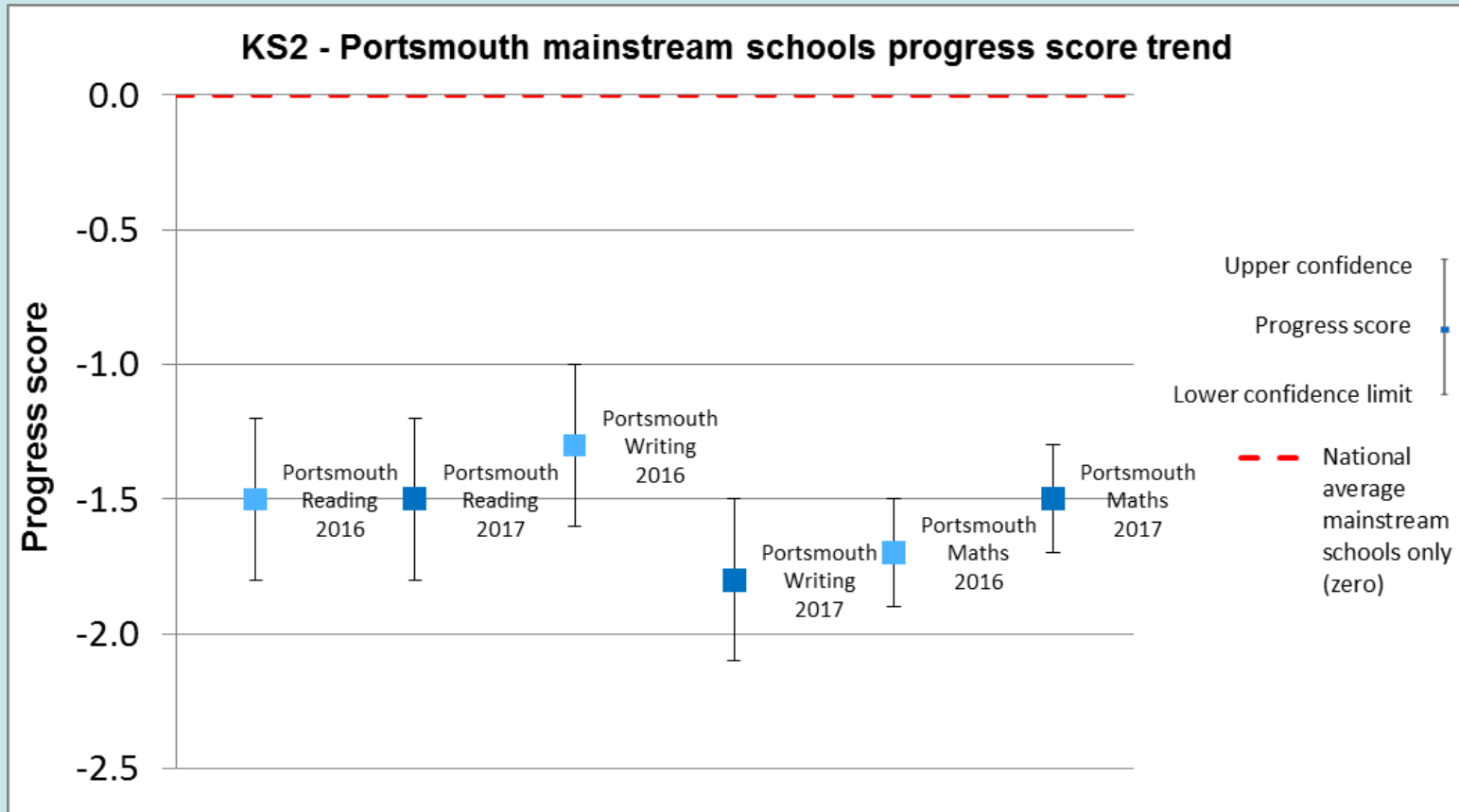


KS2 - Percentage of pupils reaching the expected standard - Maths



# Key Stage 2 progress

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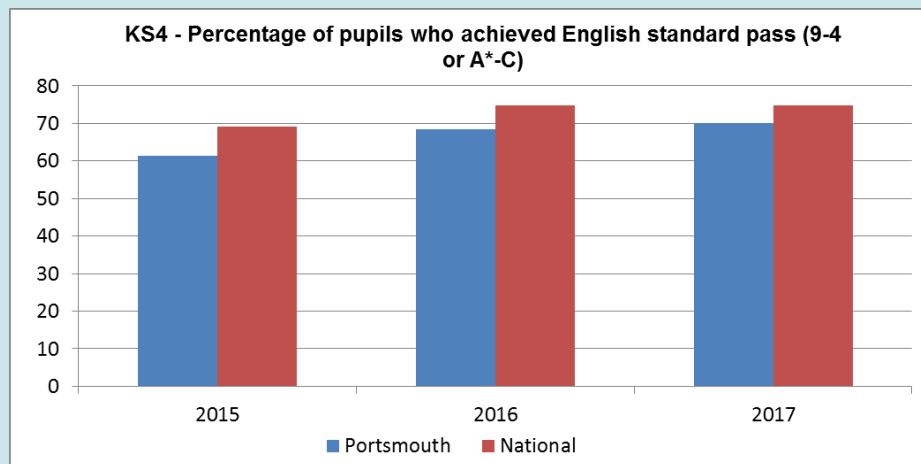
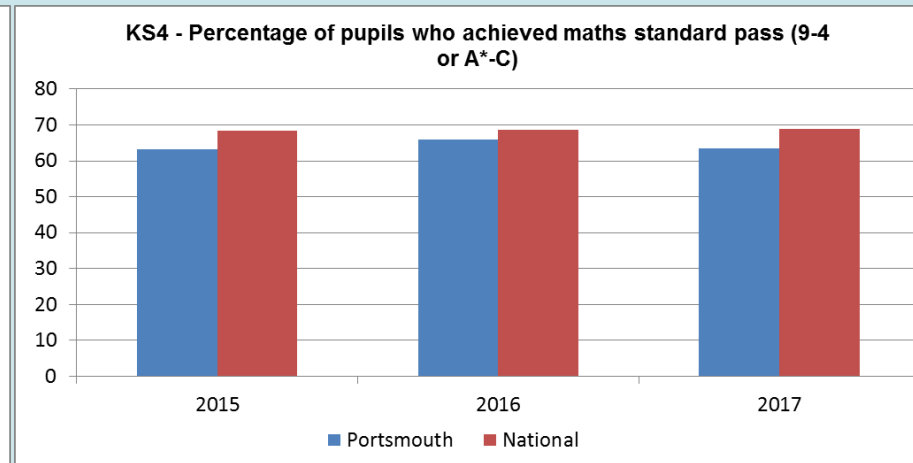
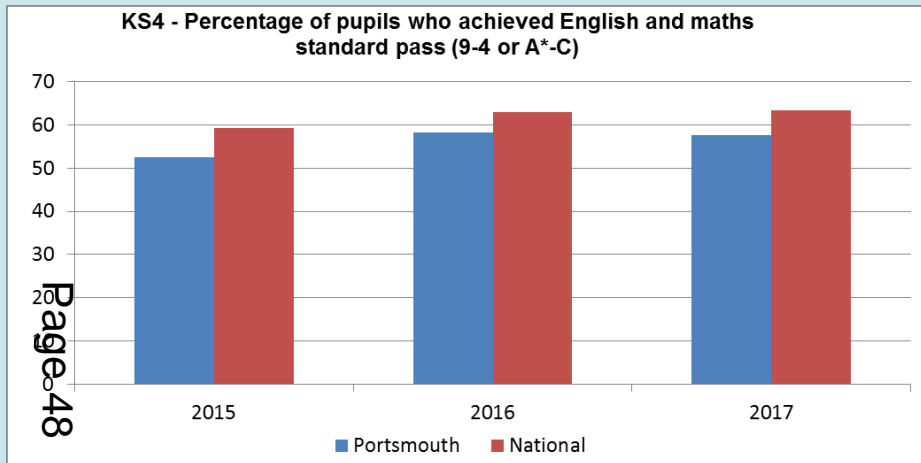
# LA Rankings: Key Stage 2

	LA Ranking 2016	LA Ranking 2017	Trend
KS2 Reading, Writing & Maths - % meeting expected standard	132 <sup>nd</sup>	124 <sup>th</sup>	↑
KS2 Reading - % meeting expected standard	122 <sup>nd</sup>	133 <sup>rd</sup>	↓
KS2 Writing - % meeting expected standard	100 <sup>th</sup>	119 <sup>th</sup>	↓
KS2 Maths - % meeting expected standard	138 <sup>th</sup>	129 <sup>th</sup>	↑

# Key Stage 2 priorities 2018

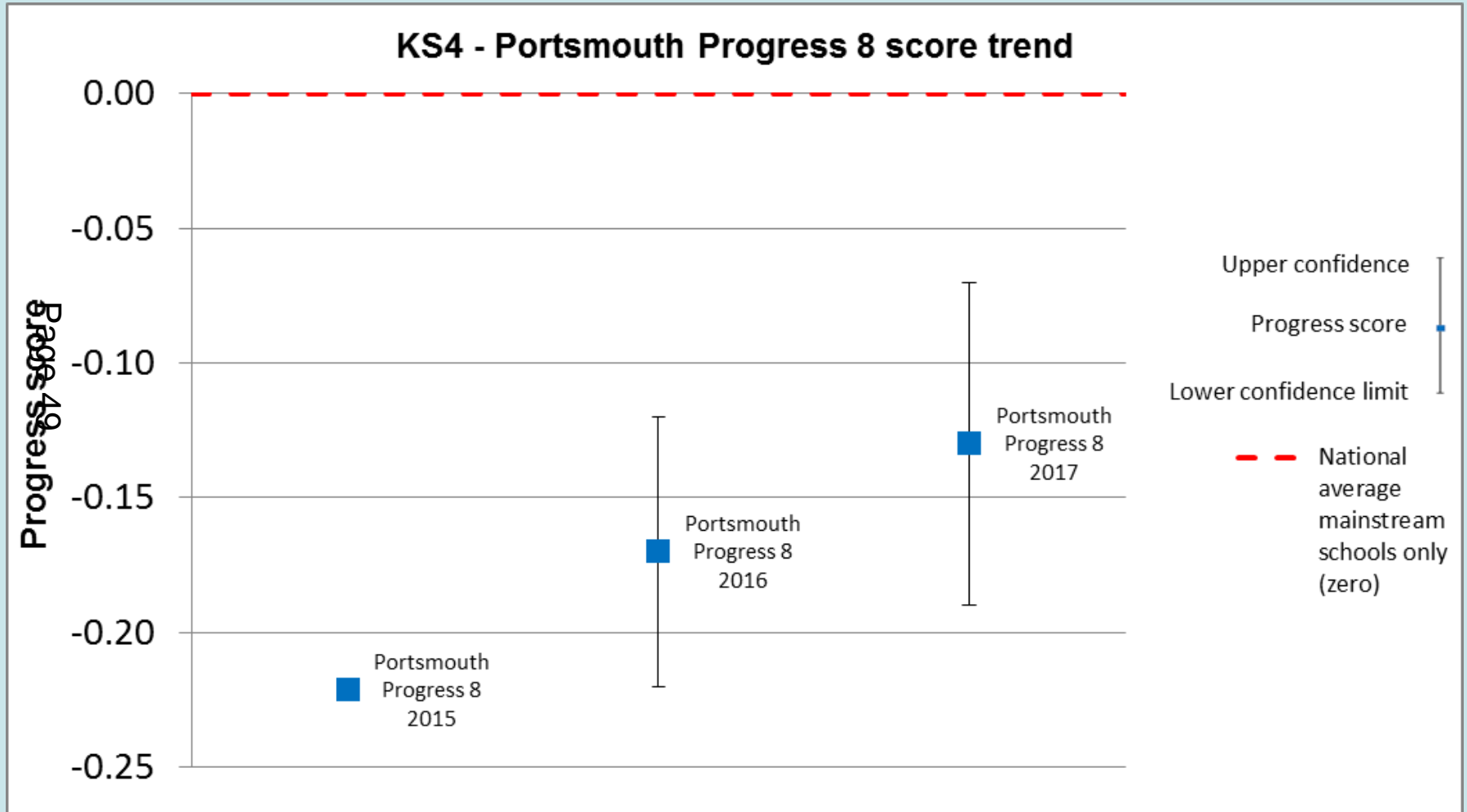
- Key Stage 2 moderation
- Disadvantaged pupils
- Most able (greater depth)
- SEN in mainstream
- Subject support in English, maths, science and MFL

# Key Stage 4 attainment





# Key Stage 4 Progress 8



# LA Rankings: Key Stage 4

	LA Ranking 2016	LA Ranking 2017	Trend
Progress 8	124 <sup>th</sup>	105 <sup>th</sup>	↑
Attainment 8 average score per pupil	141 <sup>st</sup>	142 <sup>nd</sup>	↔
Pupils achieving a standard pass (grade 4+) in English & maths (A*-C in 2016)	127 <sup>th</sup>	128 <sup>th</sup>	↔
Standard pass (grade 4+) in English (A*-C in 2016)	140 <sup>th</sup>	122 <sup>nd</sup>	↑
Pupils achieving a standard pass (grade 4+) in maths (A*-C in 2016)	109 <sup>th</sup>	127 <sup>th</sup>	↓
English Baccalaureate % entered	85 <sup>th</sup>	41 <sup>st</sup>	↑
English Baccalaureate % standard pass (A*-C in 2016)	123 <sup>rd</sup>	94 <sup>th</sup>	↑

# Key Stage 3 & 4 priorities

- Progress 8
- Disadvantaged pupils
- Most able
- SEN Support in mainstream
- Science
- MFL

# Post-16 education and training

## Context:

- No school sixth forms
- In Portsmouth 2 FE Colleges - Highbury College (GFE) and Portsmouth College (Sixth Form College) and a mix of private training providers

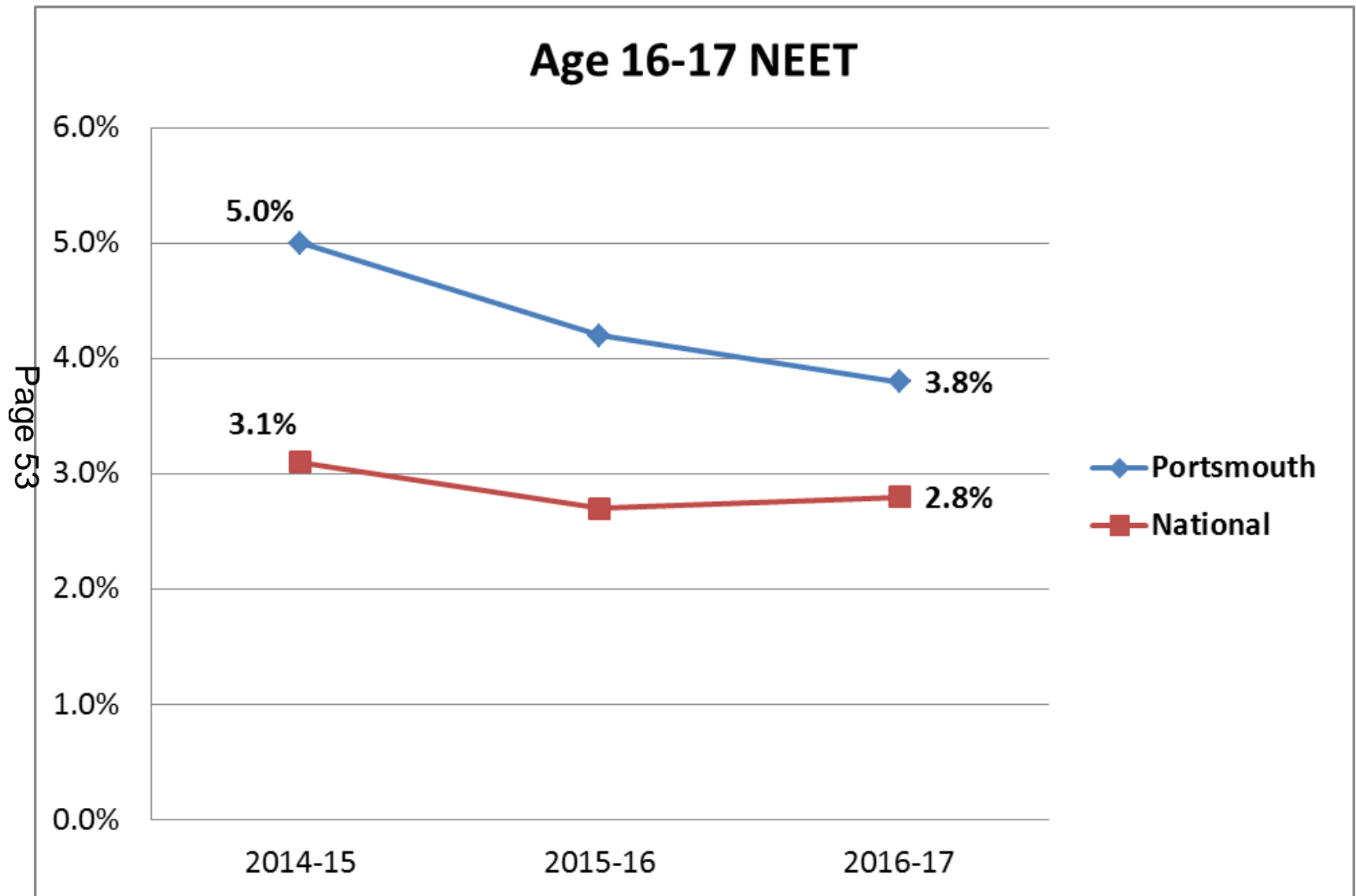
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- 37% of 16-18 year olds attend post-16 providers outside of Portsmouth, notably Havant & South Downs College
- Post-16 Forum

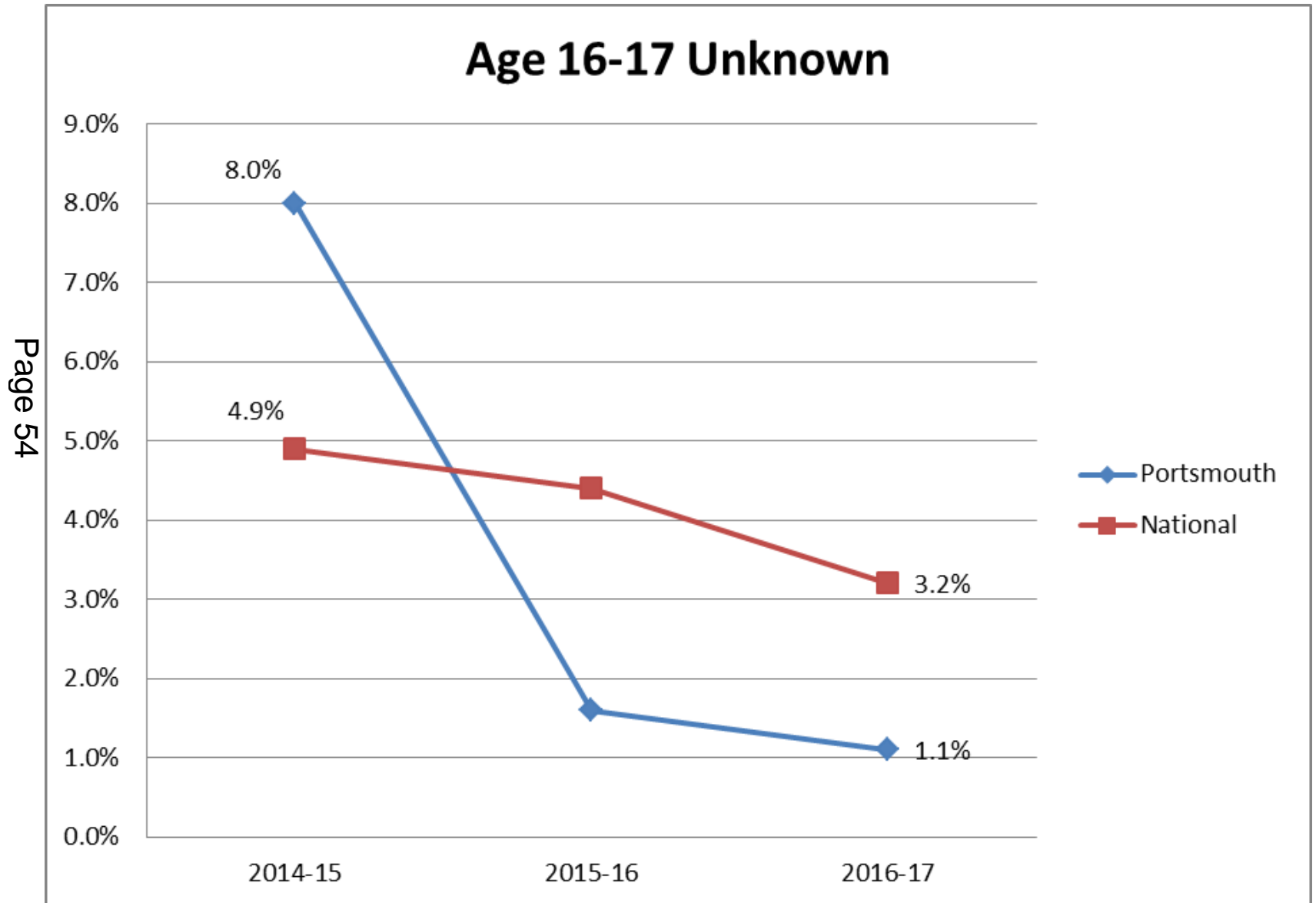
## Performance:

- Proportion of 16-17 year olds who are NEET or unknown has fallen considerably
- Performance at age 19 for Level 2 and Level 3 remains well below national average (note dip in 2016 reflecting corresponding dip in GCSE results)

# 16-17 yr olds not in education, employment or training

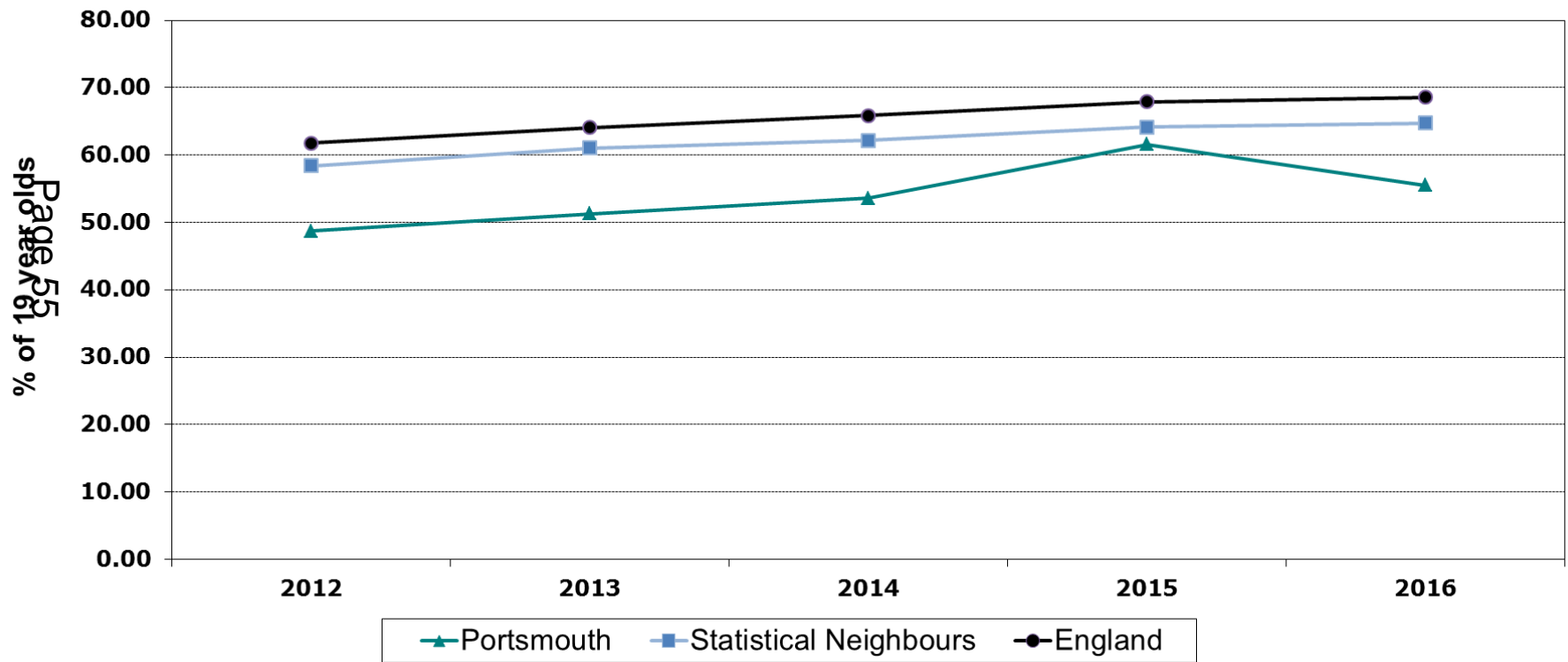


# % 16-17 year olds whose activity is not known

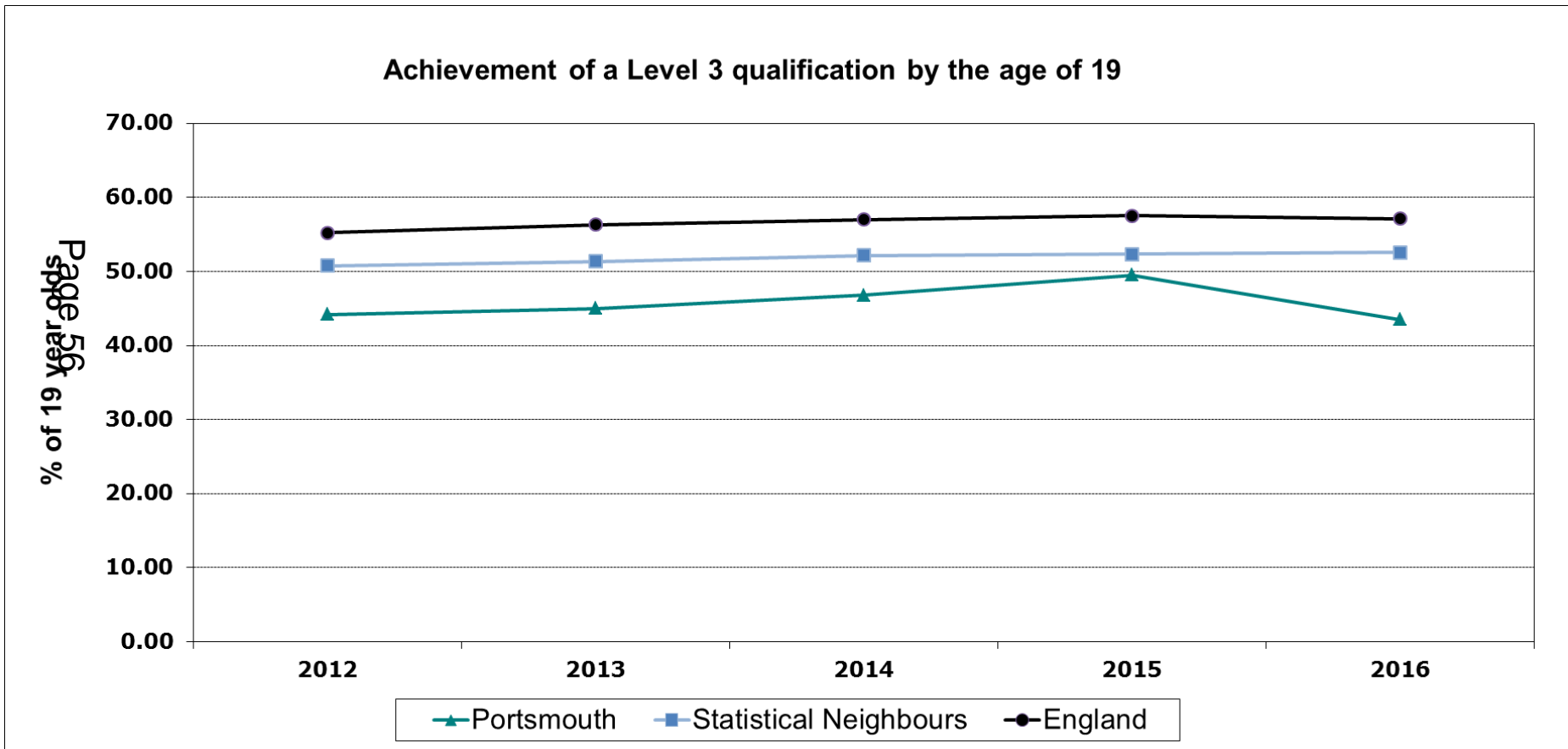


# Achievement by age 19 - Level 2 with English & Maths

Achievement of a Level 2 qualification with English and Maths by the age of 19



# Achievement by age 19 - Level 3





# Post-16 priorities

- Implementation of the Youth NEET Prevention programme and employability support
- Targeted support to reduce the number of young people who become NEET in Year 13
- Curriculum mapping
- Continued work to ensure appropriate curriculum offer and support for young people who do not achieve a full level 2 at Key Stage 4
- Development and implementation of pre-apprenticeship provision
- Working with the Southern Universities Network to deliver the NCOP project and increase participation in HE
- Increasing employment opportunities for young people with SEND

# School attendance and exclusions: overview of performance

## School Attendance

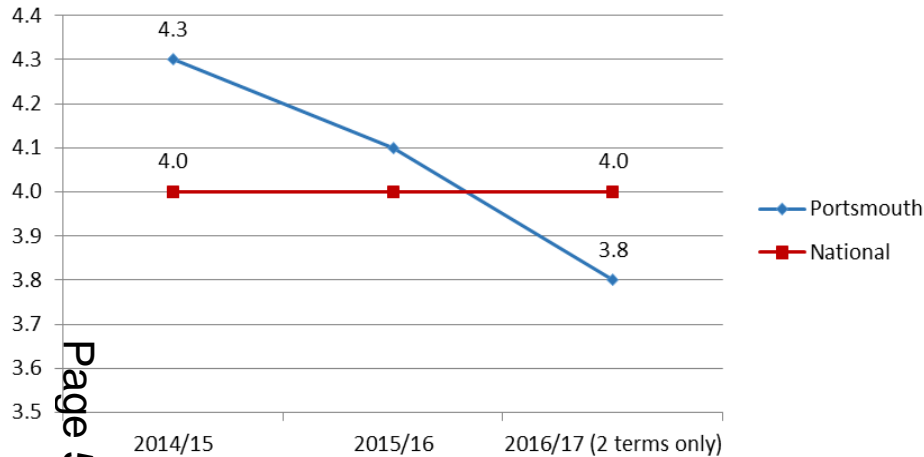
- **Primary:** continuing trend of improvement for overall absence and persistent absence – now in line with national
- **Secondary:** a continuing trend of improvement for overall absence and persistent absence but significant gap between LA and national averages (note impact of Priory on overall figures)

## Fixed period exclusions

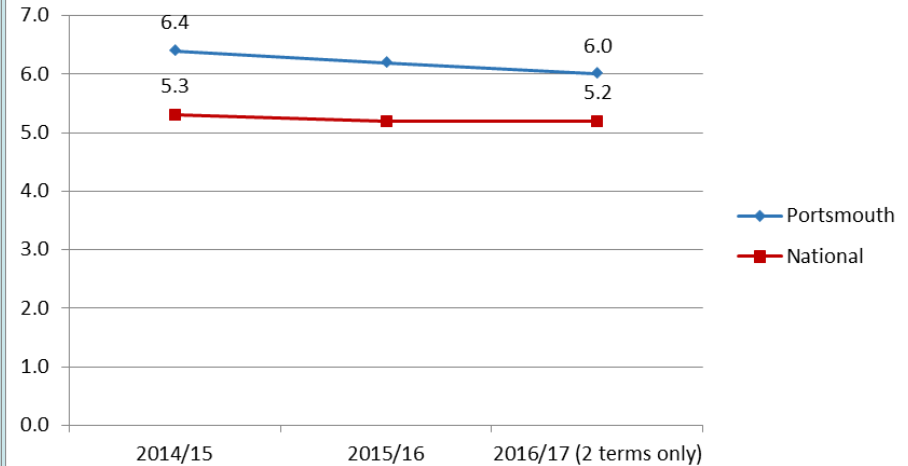
- **Primary:** continuous trend of gradual improvement, but remains above national
- **Secondary:** trend of improvement until 2015/16 when below national, rates have increased due to impact of Priory School and now in line with national

# School attendance

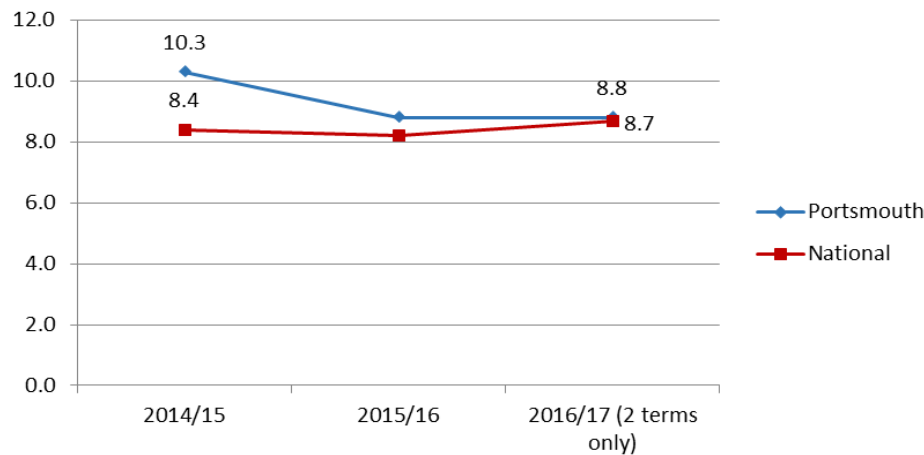
## Overall Absence 3 year trend - Primary



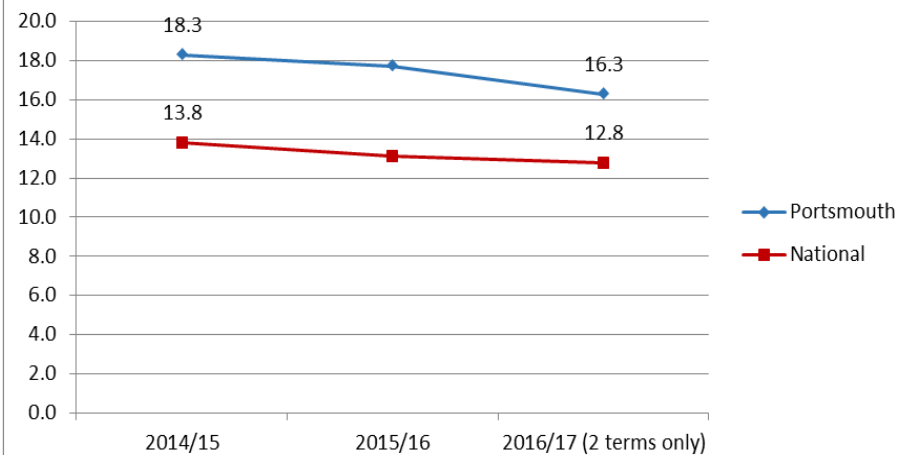
## Overall Absence 3 year trend - Secondary



## Persistent Absence 3 year trend - Primary



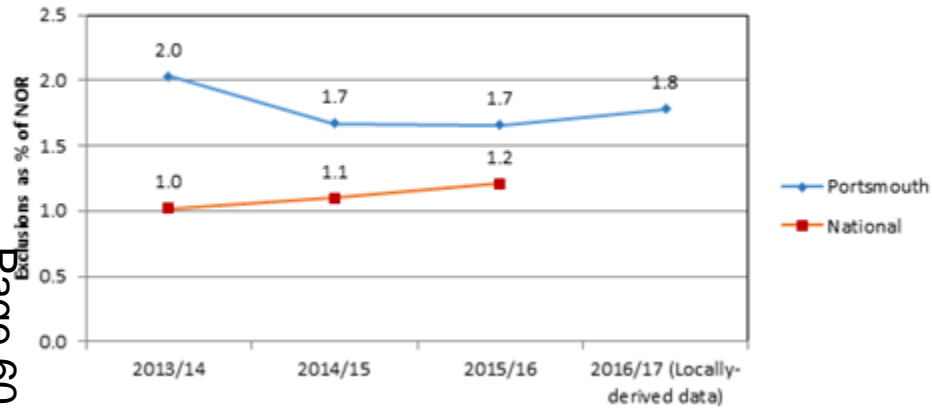
## Persistent Absence 3 year trend - Secondary



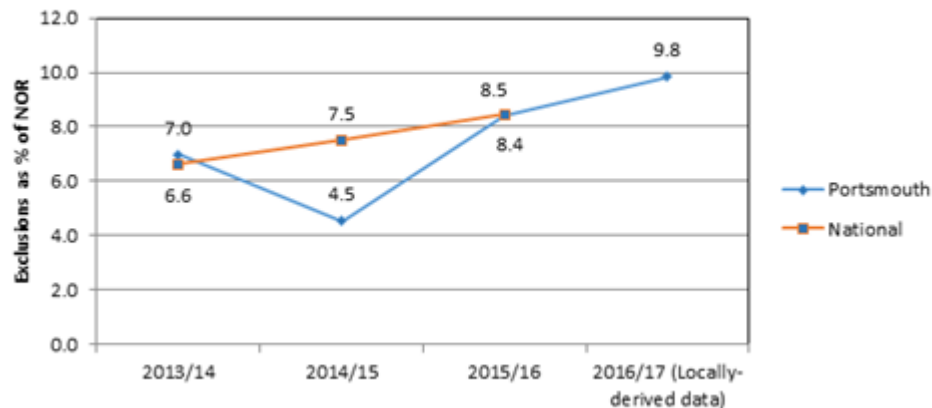
# Fixed period exclusions

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### Fixed Period Exclusions trend - Primary

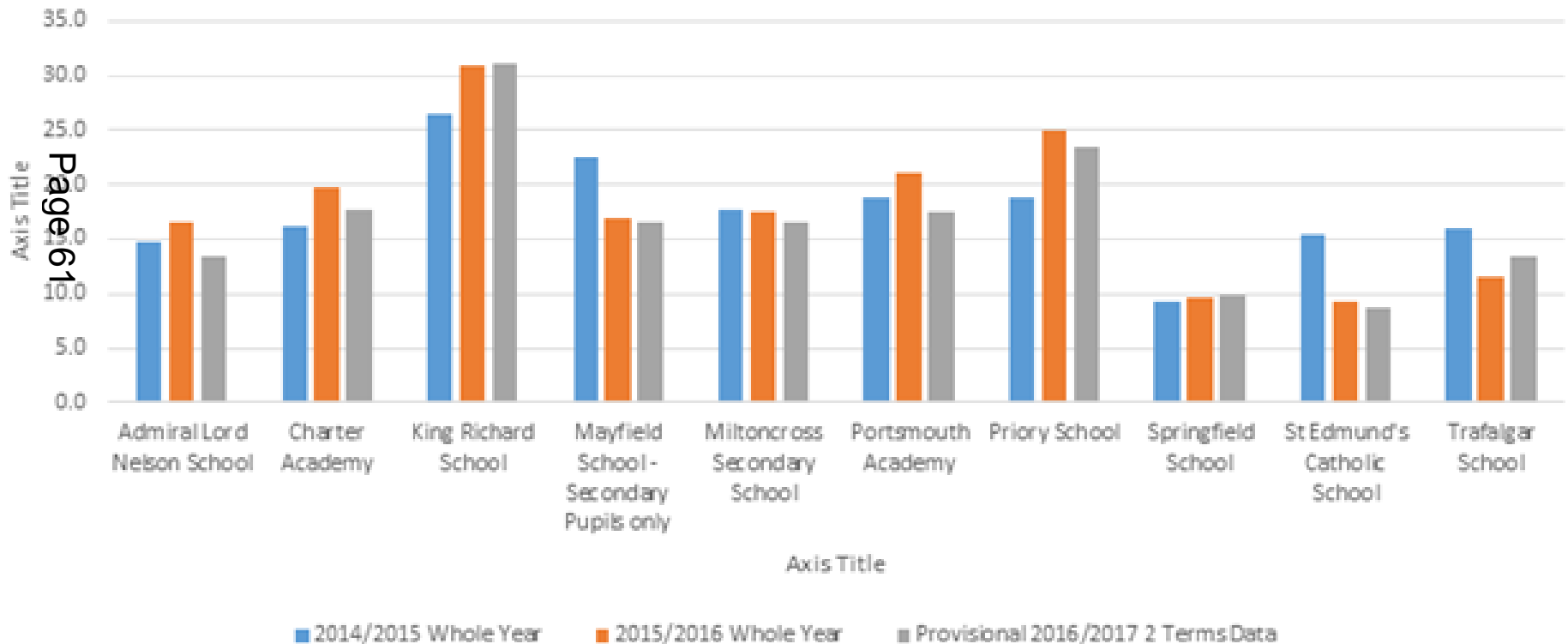


### Fixed Period Exclusions trend - Secondary



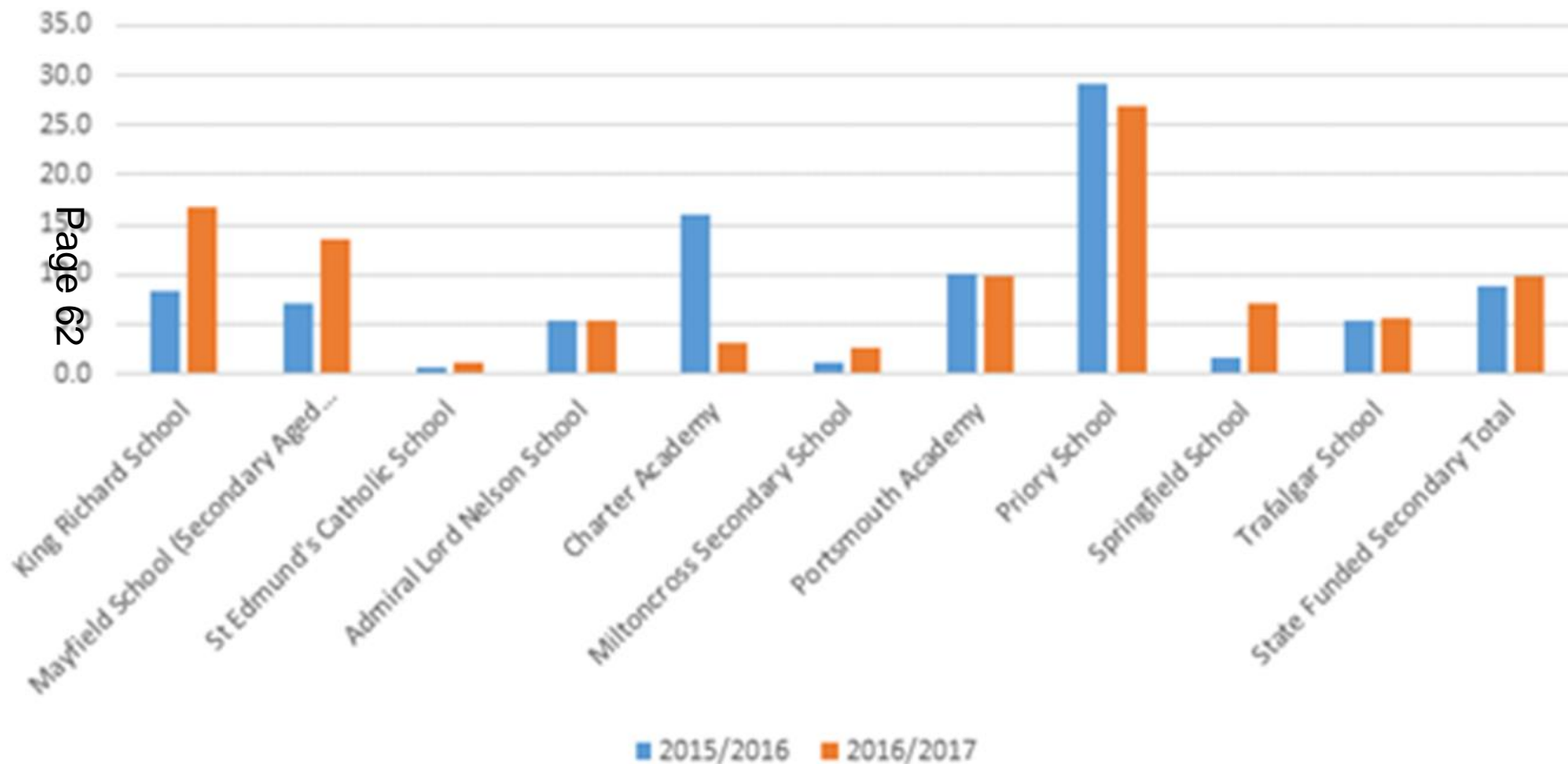
# Secondary school persistent absence

Secondary School Persistent Absentee rates from local census data.  
(Excludes primary pupils at Mayfield.)



# Fixed period exclusions - secondary

Fixed Period Exclusions expressed as a % of NOR



# School attendance journey: 2016

- Behaviour and Attendance Group (BAG) monitors attendance and exclusions and reports to the PEP Strategic Board
- Attendance Strategy published - 4 key priorities
- High profile messages/campaign to parents
- School Attendance Network (SAN) established - meets every term, providing professional development and sharing of good practice

# School attendance journey: 2017

- LA traded service established to support schools with subsidised support if deemed to be a priority determined by BAG/PEP
- School Attendance Audit - target top 10 schools for highest rates of persistent absenteeism as directed by BAG
- Persistent Absence Reviews (PARs) carried out half termly
- Role of the Early Help and Prevention Service and Think Family mentors - focus on chronic non-attenders (below 50%)



# Exclusions journey 2016 - 2017

- Establishment of an Alternative Exclusions Protocol for secondary schools following a pilot in 2015/16
- Restorative practice in schools - 18 schools signed up. To be rolled out across the city
- Emotional wellbeing and resilience in schools strategy - links with Future in Mind
- Role of the Early Help and Prevention Service and Think Family mentors
- Secondary Lead Links and Primary Behaviour & Pastoral Strategic Leads – sharing of good practice and monitoring of exclusions
- Inclusion Support Panel – collective responsibility, moderation and peer review
- Development of SEMH pathways from ordinarily available provision in mainstream to Alternative Provision (internal and external)

# School attendance and exclusions: priorities for 2018

## Attendance

- Health related absence / school nursing support pilot
- LA scrutiny review
- Refresh of Attendance Strategy
- High profile messaging to parents - new approach

## Exclusions

- Embedding and extension of restorative practice and the emotional well being strategy
- Mental health leads in schools
- Working with primary & secondary schools and The Harbour School to develop internal / external Alternative Provision
- Continued development of SEMH specialist provision

# SEND – strengths from self-evaluation

- **Quality and timeliness of Education, Health and Care Plans (EHCPs)** - person centred EHC needs assessment process resulting in high quality EHCPs; 98% of new assessments completed within 20 week statutory timescale
- **Quality of specialist SEN provision**
- **Co-production** - strong commitment to co-production in the way work with families
- **Strong partnership working** - strong leadership, clear governance and shared accountability

# SEND – areas for improvement

- **Improving educational outcomes for pupils on SEN Support in mainstream schools** - work being led by the PEP SIB and the piloting of SEND reviews in 2018 (scaled up if SSIF bid secured)
- **Capturing, monitoring and reporting outcomes at an individual level** - recording of health & social care provision specified within EHCPs
- **Further development of joint working arrangements with the newly integrated Early Help and Prevention Service** - embedding of Early Help Assessments and clarifying links with EHCPs and SEN Support + information shared between health and education via the Early Years Panel
- **Attendance and inclusion** - reducing school absence and fixed period exclusions
- **Transition to adult services**

# Prevent journey: 2015 - 17

- Prevent Co-ordinator (Charlie Pericleous) in post since Sept 2015
- Over 1500 professionals have received training in 2017 and 4,000 since July 2015 - significant proportion from schools / colleges
- Education represented on well attended Prevent Delivery Board
- Prevent Peer Review in April 2017 confirmed delivery is of high standard with strong commitment from partners. Referral rates are much lower than would be expected from a Tier 2 area
- Regular briefings to Headteachers from Prevent Co-ordinator and Ofsted Extremism Lead (Geraint Evans) + more widely to governors
- Key speakers organised for schools / colleges to raise awareness of extremism - e.g talks in 2017 from Bjorn Ihler (survivor of Anders Breivik attack in Norway) and Mike Haines (whose brother was murdered by Daesh in Syria)

# Prevent journey: 2015 - 17

- Briefings also provided to independent schools forum and language schools and those affiliated with the University
- Prevent Education Officer (John Webster) appointed in Sept 2017
  - Resource pack for schools developed
  - Targeted support for schools with high vulnerability e.g. The Harbour School
  - Partnership work with Parent Zone on digital resilience in schools and Small Steps to raise awareness of Far Right extremism

# Prevent priorities: 2018

- Focus on online safety within schools
- Joint working with Motiv8 and Pompey in the Community to engage with young people and challenge extremism narratives and develop critical thinking skills
- Increase safeguarding in supplementary educational establishments e.g. Madrasahs and training for Polish school teachers
- Survey to assess the needs of schools in respect of the Prevent Duty - led by Education Officer
- Continuing work with schools so that they are confident in their understanding of the Prevent Duty
- Training for HTs / PSHE leads on links between PSHE and Prevent
- Further development of resource pack for schools

# Elective Home Education

- Numbers have more than doubled since 2010/11 from 101 to 256 by end of 2016/17. Majority are in Years 7 - 11.
- Only 40% of families have a home visit (or meet at an alternative venue)
- A further 17% are willing to submit reports to the council
- 21% of EHE are SEND



# Elective Home Education

- Attendance officer employed by the council who is responsible for recording the information, making contact and organising visits at least once a year. All records are forwarded to the MASH and MET
- Annual report on EHE goes to the PSCB
- LA's EHE guidance & FAQ document updated annually
- Joint letter from Education and Public Health goes to parents who choose EHE referencing the universal services that would have ordinarily been available through the school and school nursing service
- Letter required from the parent stating they wish to EHE - school then sends migration report to the LA

# Unregistered schools

- Ongoing monitoring
- Survey of secondary schools undertaken in 2017 to audit use of external provision – no concerns

# Early Years 2 year old funding uptake

- Uptake has increased and was at 82% by the end of the Autumn term 2017
- For Spring 2018 it is currently at 80% based on places awarded
- Work to promote and improve uptake includes:
  - Termly meetings with key partners (Portage, FNP, Health Visitors, EYATs, etc) to support early identification of children who may need additional support to access a place
  - Targeted outreach - directly contacting families
  - Online application to support parents to self-serve

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23 January 2018

Ms Alison Jeffery  
Director of Children's Services  
Portsmouth City Council

**Christopher Russell HMI**  
Regional Director, South East

Sent by email to: [alison.jeffery@portsmouthcc.gov.uk](mailto:alison.jeffery@portsmouthcc.gov.uk)

Dear Alison

### **Annual Conversation - education and social care – 11 January 2018**

Thank you for meeting with Janet Fraser, Janet Pearce, Stephen Long, Sue Mann, Stewart Jackson and myself to discuss social care and education in Portsmouth. Your insightful reflections and those of your team on strengths and development priorities in the local authority enabled a useful discussion.

You updated us on contextual changes in Portsmouth in recent years, and the impact of these on children's social care and education. You noted sluggish economic growth, rises in unaccompanied asylum seeking children and in levels of crime, including domestic abuse.

#### **Social care**

We noted you have confidence in the thresholds applied in the MASH which you have tested through audit and surveys. You consider the quality of assessments, conducted in the hubs, is good. Social workers understand the experience and needs of children well. Management oversight, and performance management systems, are in place, for example with managers reviewing assessments at key points and exception reporting on any assessments exceeding 45 days. You have revised your quality assurance process, and 'live' auditing with social workers has been well received by them and is a helpful opportunity for reflection on practice.

You have invested in training your staff in the restorative practice model of intervention and have had a good response from schools wishing to apply this approach.

We were interested to hear about your response to the high prevalence of domestic abuse in Portsmouth and the work you have done to develop, and evaluate, an effective intervention programme for perpetrators. We will be interested in the impact of the next phase of this work with children and families. You consider court work is strong and you report this is confirmed by the judiciary which has confidence in the quality of work presented to the courts by Portsmouth's social workers.





It was encouraging to hear about your successful partnership with Portsmouth University that has supported recruitment to social work posts. Retention has improved and you describe having strong succession planning with a number of posts filled through internal promotion. Vacancy rates are low and no team leader posts are vacant. Caseloads are currently slightly higher than you would like and your ambition is for them to reduce to 16.

Your children in care council is vibrant and children looked after and care-leavers have been involved in co-producing a number of initiatives. You consider you have made good progress in improving services for care leavers since the last inspection, with young people now receiving a 'health passport', increased numbers of young people 'staying out' and the receipt of innovation money to develop a 'staying close' project.

You told us repeat referrals, repeat child protection plans and placement stability, especially for your older more troubled children, are priorities for service improvement in Portsmouth. Improving the assessment of parent's ability to sustain change in early help, children in need and child protection work is one way you think you can achieve reductions in re-referrals and second plans. You hope the establishment of the multi-agency Harm and Exploitation service, and the trauma intervention model, will help improve placement stability, particularly for older looked after children.

We discussed some of the other challenges you face. These include the large number of unaccompanied asylum seekers that continue to arrive in Portsmouth, the need to develop independent reviewing officers as strong and confident advocates for children and to increase the level of reflection in supervision.

We discussed areas of the service which you think would be helpful to review if Portsmouth were to receive a focused visit. You suggested responses to children who go missing. We also considered thresholds in the MASH with a particular focus on the response to domestic abuse.

## **Education**

We discussed changes in schools in the city. Half of the schools are now academies with more expected by the end of this year. Since the inspection of school improvement services in 2016 you have reorganised this work by setting up the Portsmouth Education Partnership. The partnership involves brokering support from local schools based on an improved awareness of the quality of provision in the city. Underpinning the system is a more accurate set of school performance data. You and your colleagues explained that the information is used to map capacity, and to challenge and support underperforming schools more effectively than in the past. The partnership's vision is for leadership of this work to pass increasingly to headteachers. It is early days in the work of the partnership and its impact has been variable so far. While there are signs that some schools requiring improvement reached higher standards in 2017, you note that outcomes for pupils remain too low.





You have regular contact with the Regional Schools Commissioner over the performance of academies and the brokering of any new arrangements. In most cases you believe trusts have the capacity to improve your schools, hence your engagement in the academy process. Nevertheless, our discussion showed you are not afraid to challenge the Commissioner when trusts underperform. You recognise the paucity of outstanding schools in the city and are reaching out to those in neighbouring areas. You have also seen success in a Strategic School Improvement Fund bid aimed at improving standards for disadvantaged pupils.

Turning to outcomes for children and young people, the proportion reaching a good level of development in the early years has risen in line with national figures and remains above them, but by a smaller figure in 2017 than before. Boys' outcomes were the main concern and you noted work to raise expectations in early years settings, including children's centres. You are keen to see results rise again to a position well above national. Phonics outcomes in 2017 were a disappointment. You have looked hard at this and found wide variations between schools, but no discernible patterns among groups of pupils. You are adopting a strategy of linking more effective schools with those where performance is a concern.

Outcomes in key stage 1 and 2 saw increases in line with national figures but remain below them. The progress made by pupils over time is understandably your main concern, with progress in writing at key stage 2 particularly weak. Through the work of the partnership, you have strengthened the moderation of pupils' writing at key stage 1. As a result, you now have more a more accurate view of pupils' attainment at the end of key stage 1 across the city. While this has brought figures down, you are confident that in the long run your improved approach will lead to better provision and outcomes, and accurate assessment is key to checking the impact.

Pupils' performance at key stage 4 continues to be below that nationally, albeit with signs of improving progress over time. The gap between disadvantaged pupils and others is narrower than in the region overall. You recognise that the systems designed to raise standards noted earlier now need to make an impact on key stage 4 achievement. There are wide variations in performance between schools, and your determination is clear that if some schools can do well, then others can too.

Your ambition to tackle attendance and exclusions is reflected in a wide range of strategies such as supporting specific families, addressing mental well-being, as well as providing support and challenge for individual schools. While attendance is improving, fixed term exclusions remain too high overall. This is mainly because of high figures in a number of schools, particularly at secondary level.

At post-16 you have taken effective steps to reduce the number of young people who are not in education, employment or training or whose activities are unknown. I agree with your dissatisfaction with educational outcomes for this age group and applaud your efforts to challenge providers where improvement is needed.



We discussed issues related to provision for pupils who have special educational needs and/or disabilities. You noted strengths in areas such as the production of education and health care plans, together with working with families, but a desire for better provision in mainstream schools and improved links between education and health services.

Work in the local authority around the Prevent strategy appears well coordinated, as does that to identify any unregistered schools. However, I share your concern over the numbers of pupils now electively home educated, which has risen sharply in recent years.

We discussed possible inputs in the city from Janet Pearce. These are likely to focus on providing feedback on your work to tackle the most pressing issues, alongside inputs which help clarify the work of Ofsted or provide support and challenge for improvement.

Thanks you once again for the meeting and I look forward to hearing about further developments in children's social care and education in Portsmouth.

Yours sincerely

**Christopher Russell HMI**  
**Regional Director, South East**



# Agenda Item 5



Portsmouth  
CITY COUNCIL

**Meeting:** Education Advisory Board

**Subject:** Ofsted school inspections late summer and autumn terms 2017  
- summary

**Date:** 6<sup>th</sup> February 2018

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

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

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## 1. Purpose of report

- 1.1 This report sets out the outcome of 9 Ofsted school inspections that were carried out by Ofsted during the late summer and autumn terms 2017. This follows a report that was provided to Board Members on 3<sup>rd</sup> July 2017 with a summary of the outcomes of Ofsted inspections for the spring and summer terms.
- 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 note the outcomes of the school inspections that were undertaken during the late summer and autumn terms 2017.**

## 3. Ofsted school inspections - late summer and autumn terms 2017

- 3.1 During the late summer and autumn terms 2017 there were 9 Ofsted school inspections; 3 of which were short one day inspections (section 8); and 6 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 - last summer and autumn terms 2017**

School (Academy Trust)	Type of inspection	Dates	Outcome
Copnor Primary School	Section 5 inspection	21 - 22 June	<b>Good</b> across all areas - <i>not previously inspected due to amalgamation of infant and junior school Good</i>
Ark Dickens Primary Academy (ARK)	Section 5 inspection	27 - 28 June	<b>Requiring Improvement</b> across all areas except Early Years which was Good. <i>Not</i>

			<i>previously inspected due to academy conversion</i>
Manor Infant School	Section 5 inspection	27 - 28 June	<b>Good</b> across all areas. <i>Previously Requiring Improvement</i>
Cumberland Infant School	Section 8 inspection	18 July	<b>Good</b> - <i>previously Good.</i>
Penhale Infant School	Section 8 inspection	12 Sept	<b>Good</b> - <i>previously Good.</i>
Isambard Brunel Junior School (Thinking Schools Academy Trust)	Section 5 inspection	12 - 13 Sept	<b>Requiring Improvement</b> - across all areas except personal development, behaviour & welfare which was Good - <i>previously not inspected due to academy conversion</i>
Miltoncross Academy	Section 5 inspection	20 - 21 Sept	<b>Good</b> - across all areas. <i>Previously Requiring Improvement</i>
Newbridge Junior School (Thinking Schools Academy Trust)	Section 8 inspection	31 Oct	<b>Good</b> across all areas. <i>Previously Good</i>
Fernhurst Junior School	Section 5 inspection	15 - 16 Nov	<b>Good</b> - outstanding in effectiveness of leadership & management and personal development, behaviour & welfare. <i>Previously Good</i>

Note: the following schools have been inspected in January 2018 (reports yet to be published): Gatcombe Park Junior School (Hamwic Trust) and Stamshaw Junior School (Portwood Primary Academy Trust)

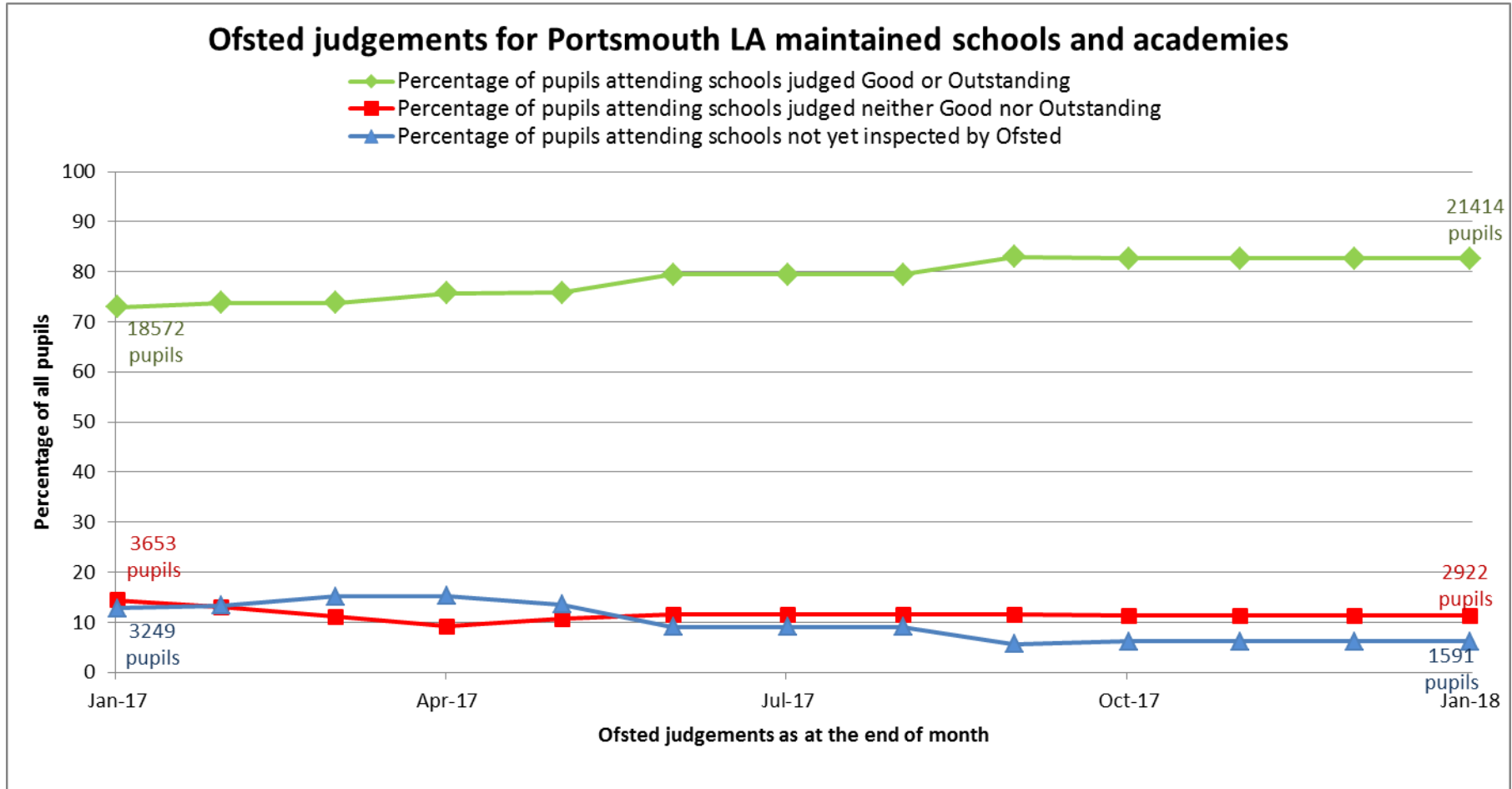
#### 4. Overall summary

- 4.1 In Portsmouth, 88.1% of inspected schools are now either Good or Outstanding (81.3% of all schools) and 88.0% of pupils are taught in inspected schools who are at Good or Outstanding (82.6% of all pupils). [Appendix 1](#) provides a series of graphs and charts which show the trends between January 2017 and January 2018 and comparisons between the start of the autumn term and the start of the spring term.

#### Appendix 1: Ofsted judgements for Portsmouth LA Maintained Schools and Academies

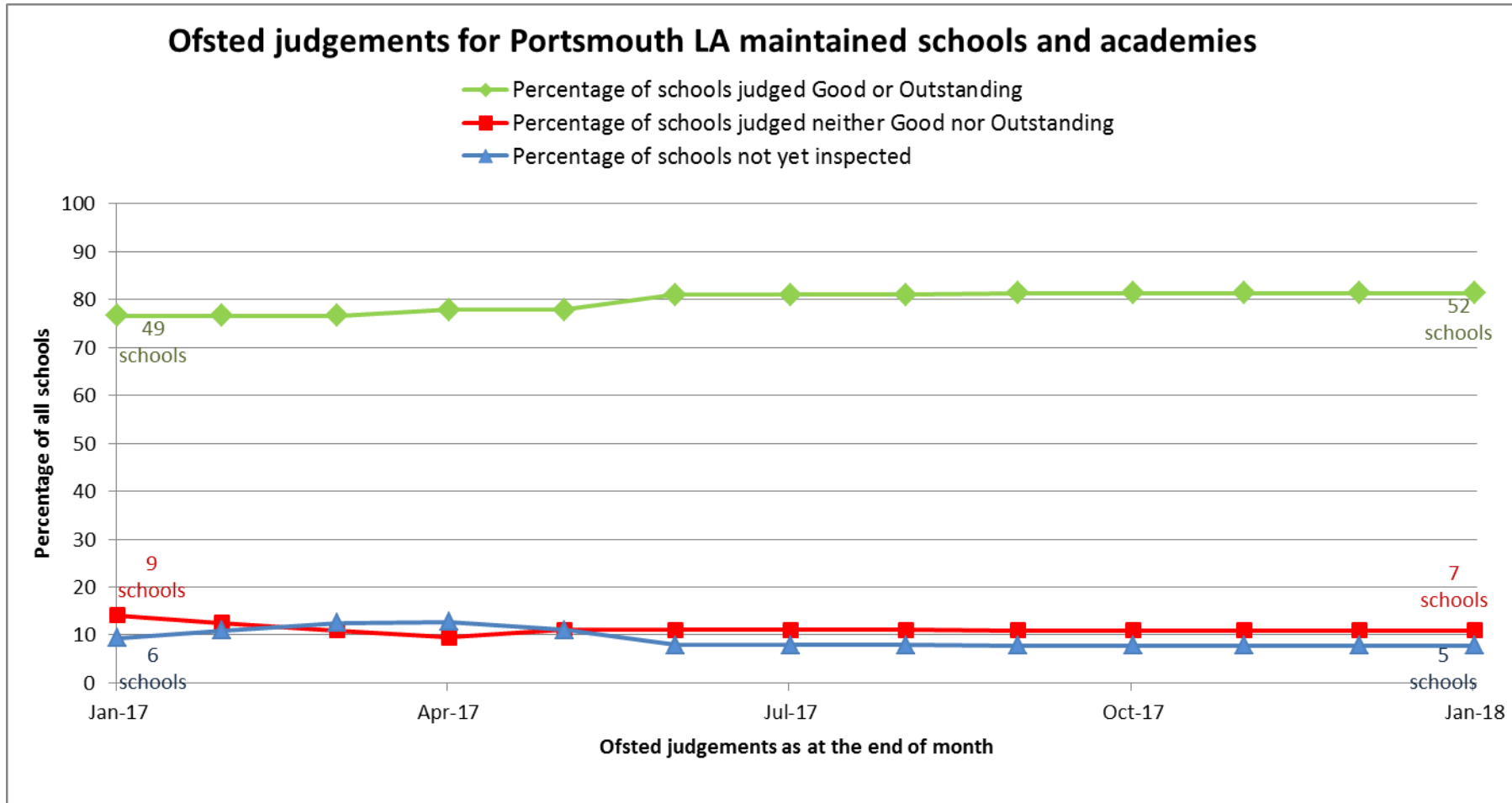
## Appendix 1

Change in Ofsted judgements from end of January 2017 to the end of January 2018.



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

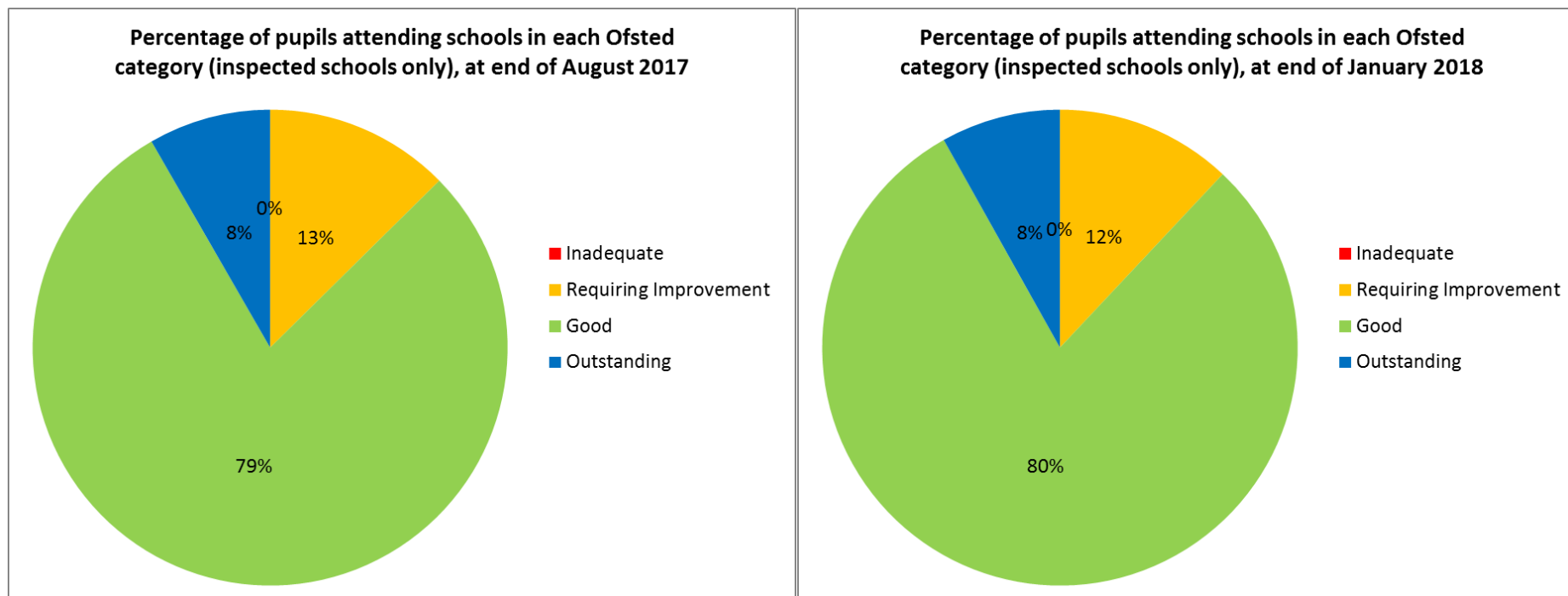
Change in Ofsted judgements from end of January 2017 to the end of January 2018.



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

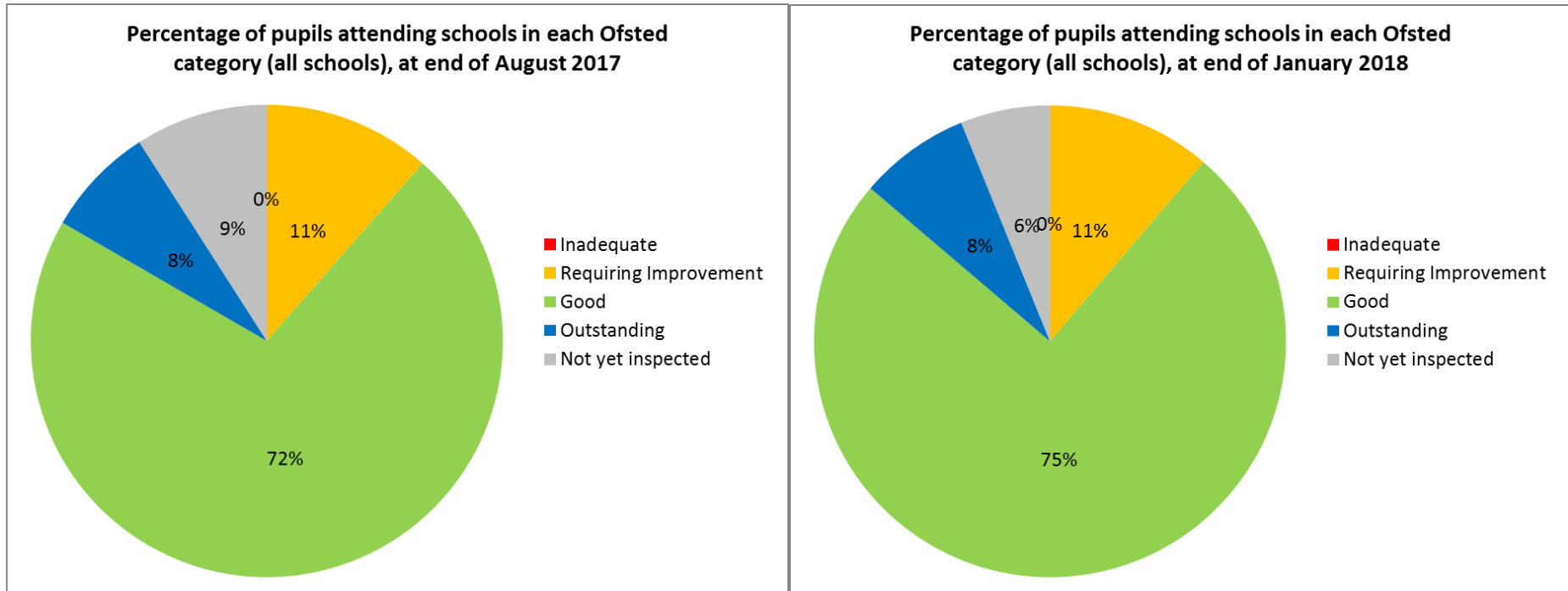


Change in judgements from end of August 2017 to end of January 2018.



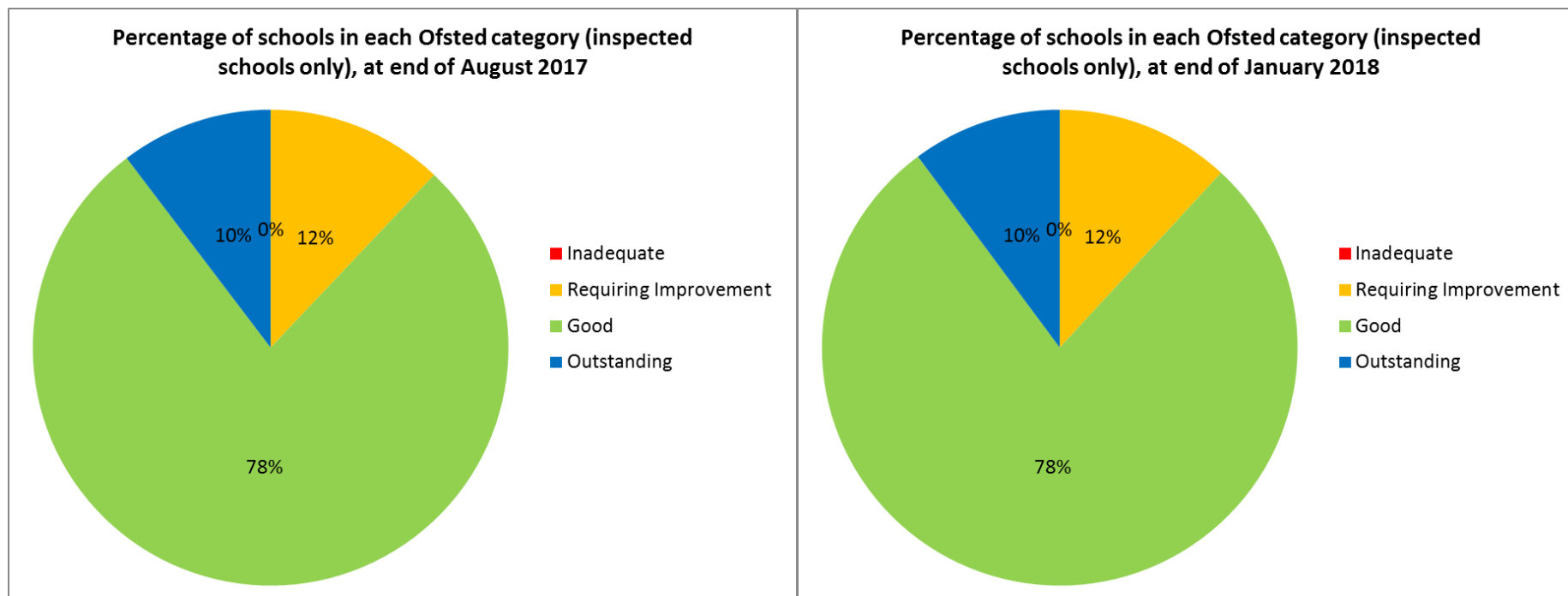
Percentage of pupils out of pupils at inspected schools only.

Change in judgements from end of August 2017 to end of January 2018.



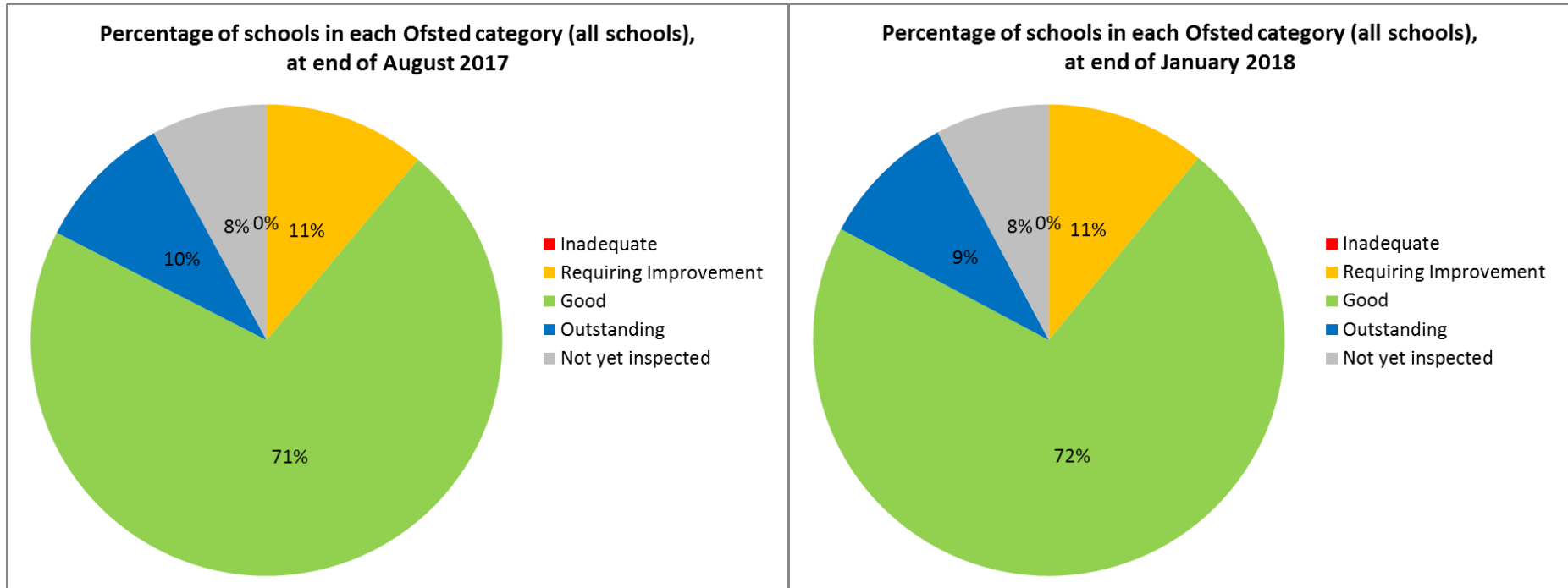
Percentage of pupils out of all pupils (including those at schools that have not yet been inspected)

Change in judgements from end of August 2017 to end of January 2018.



Percentage of schools out of inspected schools only.

Change in judgements from end of August 2017 to end of January 2018.



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