



NOTICE OF MEETING

EDUCATION ADVISORY BOARD

TUESDAY, 4 FEBRUARY 2020 AT 4.00 PM

CONFERENCE ROOM B - CIVIC OFFICES

Telephone enquiries to Anna Martyn Tel 023 9283 4870

Email: anna.martyn@portsmouthcc.gov.uk

Membership

Councillor Suzy Horton (Chair)

Councillor Tom Coles
Councillor Frank Jonas BEM

Councillor Terry Norton

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).

A G E N D A

- 1 **Apologies for absence**
- 2 **Declarations of interests**
- 3 **Minutes of the previous meeting on 8 October 2019 (Pages 3 - 8)**
- 4 **Results update (Pages 9 - 24)**
- 5 **Ofsted school inspections late summer and autumn terms 2019 (Pages 25 - 34)**
- 6 **School Improvement Summary (Pages 35 - 40)**

Exclusion of Press and Public

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

Agenda item and paragraph numbers:

Item 6 - School Improvement Summary - Appendix 1 and Appendix 2

Under the following exemption paragraph numbers:

1. Information relating to an individual
2. Information that is likely to reveal the identity of an individual
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).

(Members are asked to hand in their confidential papers to the Democratic

7 Dates of future meetings

Please note the dates of the next meetings:

Wednesday 15 July 2020

4 pm - Room B, Floor 2, Civic Offices

Wednesday 14 October 2020

4 pm - Room A, Floor 2, Civic Offices

Agenda Item 3

EDUCATION ADVISORY BOARD

RECORD OF DECISIONS of the meeting of the Education Advisory Board held on Tuesday 8 October 2019 at 4.00 pm in Ground Floor Room 3, Civic Offices

Present

Councillor Suzy Horton (in the Chair)

Councillors Tom Coles
Frank Jonas
Terry Norton

Mike Stoneman, Deputy Director of Education & Early Help, PCC
Jo Peach, Head of School Improvement, Education, PCC,
Fiona Calderbank and Steve Labeledz, Joint Chairs of the Portsmouth Education Partnership Strategic Board

8. Apologies for absence

There were no apologies for absence. Ms Calderbank apologised she would have to leave at 4.45 pm as she had another meeting.

9. Declarations of interests

Councillor Horton declared a personal, non-prejudicial interest as she is a governor at Craneswater Junior School. Councillor Coles declared a personal, non-prejudicial interest as he is on the Academy Advisory Board at Penhale Infant School. Councillor Norton declared a personal, non-prejudicial interest as he works for Mayfield School and his partner is employed there.

10. Minutes of the previous meeting - 17 July 2019

RESOLVED that the minutes of the meeting held on 17 July 2019 be confirmed and signed by the chair as a correct record subject to the amendment that the second bullet point in the Key Stage 2 section of minute 4 reads:

"Tests have changed radically and are more challenging."

11. Provisional Results 2019 for EYFS, KS1, KS2 and KS4

Mike Stoneman, Deputy Director of Education & Early Help, presented the report, explaining that all data is provisional. The EYFS, Phonics and KS1 results use NCER proxy data based on data submitted by local authorities and he is confident about their accuracy. Results for KS2 use provisional data published by the Department for Education (DfE). The provisional results had

been discussed at the Portsmouth Education Partnership (PEP) Strategic Board the previous day and at the School Improvement Board that day.

During the presentation Mr Stoneman highlighted the following areas:

EYFS (Early Years Foundation Stage)

A slight decrease of 0.8 percentage points in the number of Reception pupils achieving GLD (Good Level of Development) had led to a widening of the gap between Portsmouth and the national average. In 2015 and 2016 Portsmouth had been above national but in the last couple of years a small decline in performance has emerged against a national improvement.

Phonics (expected standard Year 1)

In Phonics there was no change from last year for both local and national results.

Key Stage 1 (expected standard)

KS1 reading and maths results at national and local remain the same as last year. KS1 writing results have fallen by one percentage point both locally and nationally.

Key Stage 2 (expected standard)

For the combined measure of Reading, Writing and Maths there was no change both locally and nationally; the gap is still eight percentage points. For KS2 Reading results have fallen by three percentage points both locally and nationally. For KS2 Writing the gap with national has narrowed from six to three percentage points; Portsmouth results had increased by two points. For KS2 Maths results have increased by six percentage points, reducing the gap with national to five points. However, KS2 progress scores for Reading, Writing and Maths are significantly below national and statistical neighbours.

Key Stage 4

A small drop in both the standard pass (level 4 +) and strong pass (level 5 +) were recorded for English & Maths with considerable variation across the city.

Summing up, Mr Stoneman said the results were mixed and some were disappointing, particularly at EYFS and KS4. Not as much progress as hoped has been made at KS1 and KS2. There have been some improvements but significant progress has not been made in terms of closing the gap with national and statistical neighbours.

In response to questions from members as to reasons for Portsmouth's lack of progress officers raised the following points:

- Mr Stoneman said there is significant variability across Portsmouth's schools. Some schools' results have improved strongly whereas others' results have decreased significantly. Leadership issues have a clear impact on results. Schools which have had problems gradually improve when changes are embedded but this takes time. Two thirds of schools in Portsmouth are now part of a Multi Academy Trust. Some MATs have led on some dramatic improvements but this is not consistent.

- Ms Calderbank noted whereas previously borderline pupils could be helped to get a grade C GCSE the exams are now more challenging and appropriate teaching needs to have been in place since year 7.
- Ms Peach said there does not seem to be any particular type of school that does better or worse. She thought the lack of progress was more related to children and teaching. Some children are entering Reception with very low or almost no speech and language, which affects their progress at EFYS. Literacy is a major issue throughout all stages. The progress of SEN pupils in mainstream education also affect results.
- In response to concerns over the lack of consistency when academies want to change exam boards Ms Calderbank explained schools have to change boards so that they can moderate exams with other schools. This is only the second year of the new exams and they are much harder. For example, history results "bombed" nationally this year as pupils did not have the higher level of language needed. Modern foreign languages are very hard to pass. However, she wants her pupils to take harder subjects like English, Maths and modern foreign languages which will give them more career opportunities than easier ones that allow them to achieve Progress 8.
- The Chair said that although the main measures by which the public judge schools are Ofsted and results schools still need to maintain a broad curriculum.
- Mr Labeledz explained it was consistently harder for Portsmouth children to achieve success than those in other areas. Schools are delivering the curriculum but there is a low level of skills in Portsmouth which in turn impacts on children. For example a two-year-old may only have heard about 2,000 words instead of around 30,000 different words. As much neural development happens at a very young age they may never make up the lack of progress and schools are playing catch-up from the start with children who are not ready to learn. There are a few other coastal towns and cities similar to Portsmouth such as Blackpool or Grimsby but their population changes; Portsmouth's population does not change very much as it is an island. It needs its own bespoke solution. Admiral Lord Nelson School has improved and this is partly due to about one-third of pupils being children of previous pupils who raised aspirations; the current generation of pupils are ready to learn.
- Ms Peach agreed early engagement is needed across the board, for example, with health visitors. Mr Stoneman said there are three areas for improvement: literacy, SEN in mainstream, curriculum and subject networks. Despite a big focus on literacy across Portsmouth and improved school leadership transformation will take some time.
- In discussing language and literacy the following points were raised:
 - Councillor Norton emphasised the importance of developing oracy and explorative talk. He mentioned the Voice 21 programme used at School 21 in London which develops pupils' oral communication.
 - Councillor Coles said Sure Start centres had been useful but there were fewer of them now.
 - Ms Calderbank explained that mastering tier 2 language (high frequency written words) is harder than tier 3 language (technical vocabulary) which can be taught. She noted pupils with EAL (English as an additional language) make very good progress.

- Ms Peach suggested that employers could be encouraged to use higher level language in mock interviews with pupils.

RESOLVED that the report be noted.

12. School improvement update - July 2019

Ms Peach presented the report and highlighted some of the main themes for autumn 2019:

- Safeguarding will be improved by ensuring schools understand how to apply the rules as well as knowing them. Ofsted inspections will focus very heavily on safeguarding.
- Schools will be supported to cope with the new Ofsted inspection framework.
- More work needs to be done on governor training; some governors are struggling to find out where help is needed in their schools.
- Public Health are to lead on PSHE. There is focus on mental health as children need to be resilient to cope in the modern world.

Ms Calderbank left the meeting at 4.45 pm.

- Mr Stoneman confirmed the numbers of SEN children are rising which creates more pressures on the high needs block. The number of children with an EHCP (Education, Health & Care Plan) was rising significantly as schools are better at identifying children needing support. While children with the most complex needs attend specialist schools mainstream schools are becoming more inclusive which puts them under pressure.

In response to questions from members officers explained:

- Changes in leadership do not necessarily cause problems if there is a good succession plan in place. However, there can sometimes be "churn" or lack of consistency. Northern Parade Junior School had leadership issues but now has a very competent executive headteacher. Mr Labedz said MATs will only change headteachers when necessary. Although the local authority is not responsible for the standards of academy schools it can still challenge them. MATs are held to account by the DfE and the Regional Schools Commissioner. Portsmouth is fortunate in having open dialogue with its academy schools.

RESOLVED that the report be noted.

13. Dates of future meetings

Tuesday 4 February 2020
4 pm - room B, floor 2, Civic Offices

Wednesday 15 July 2020
4 pm - room B, floor 2, Civic Offices

Mr Stoneman agreed to provide more detailed data for the February meeting including KS4 Progress 8 data and breakdowns according to particular groups e.g. disadvantaged, gender, ethnicity and SEN

The meeting concluded at 4.55 pm.

Councillor Suzy Horton
Chair

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Portsmouth
CITY COUNCIL

Portsmouth City Council Education Advisory Board 4th Feb 2020

Agenda Item 4

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Results update 2019

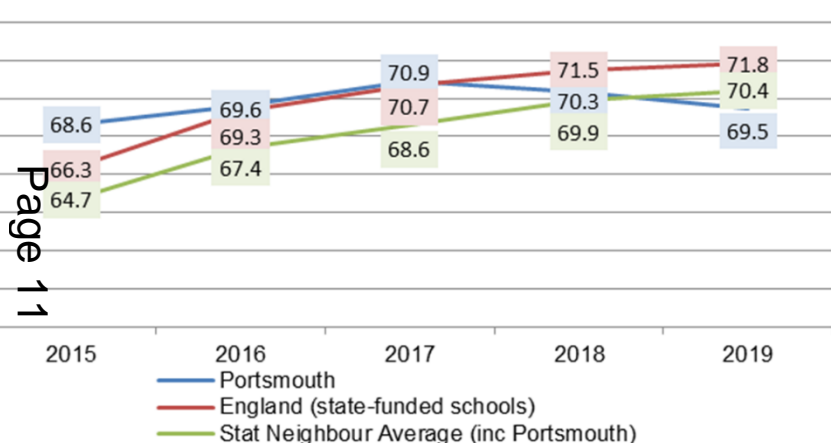
Mike Stoneman, Deputy Director, Education
Jo Peach, Head of School Improvement

Data Sources

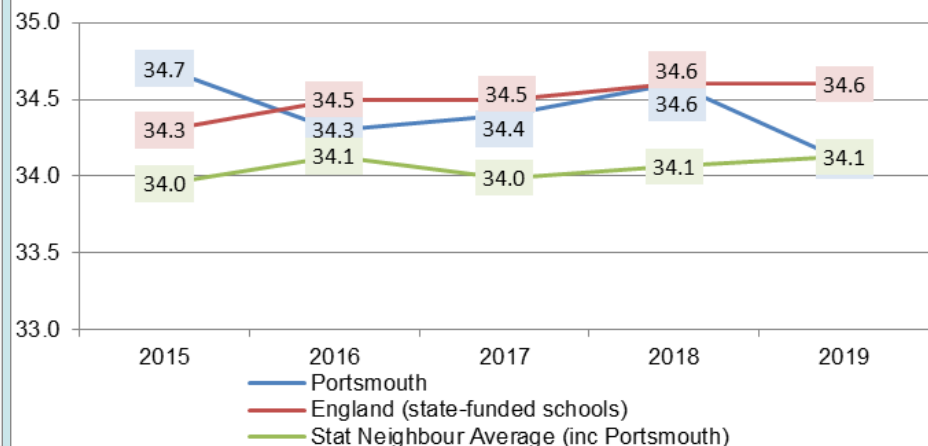
- 2019 EYFS results use data published by the DfE in October
- 2019 Phonics and Key Stage 1 results use data published by the DfE in September
- 2019 Key Stage 2 results use final data published by the DfE in December
- 2019 Key Stage 4 results use provisional data published by the DfE in October

Early Years Foundation Stage Profile

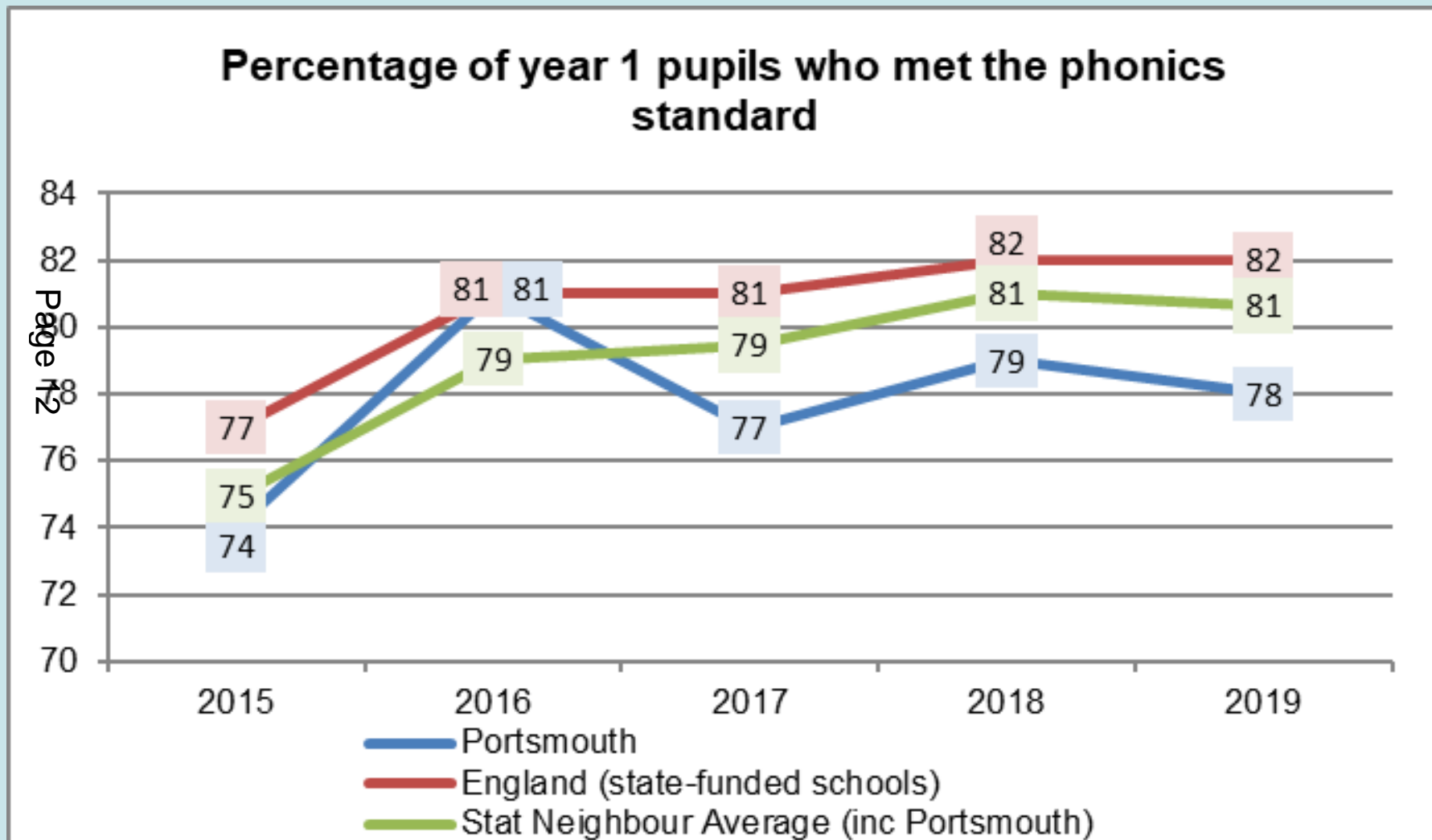
Percentage of year R pupils achieving a good level of development



Average total point score

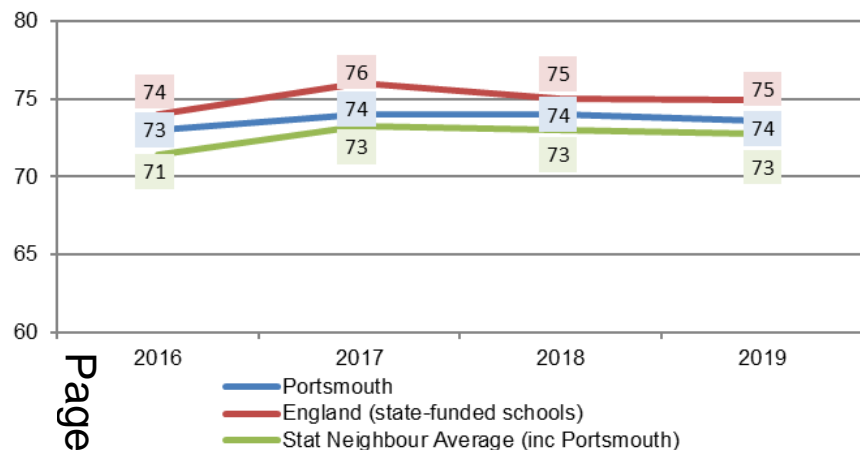


Phonics

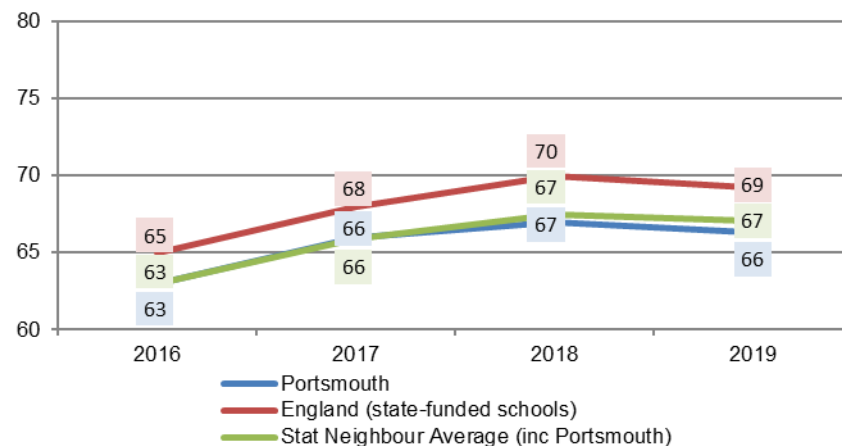


Key Stage 1 attainment

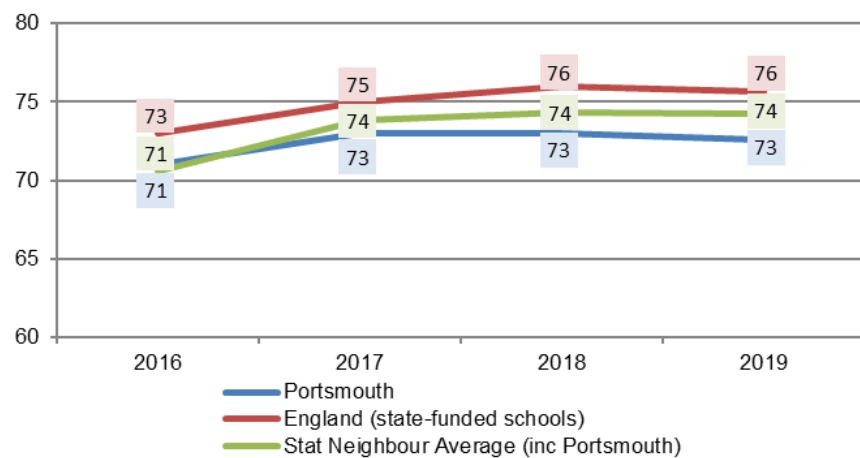
Percentage of pupils reaching the expected standard in KS1 reading



Percentage of pupils reaching the expected standard in KS1 writing



Percentage of pupils reaching the expected standard in KS1 maths



EYFSP analysis

- EYFS GLD results were below national in 2019
- In 2018/19 a targeted literacy programme, coupled with targeted moderation for some schools out of moderation cycle, was delivered. As a result:
 - 7 schools improved their literacy outcomes and GLD including Cottage Grove Primary, Devonshire Infant, Court Lane Infant and Copnor Primary
 - 7 other schools who attended the literacy programme saw no improvement in GLD but this was due other areas, notably maths

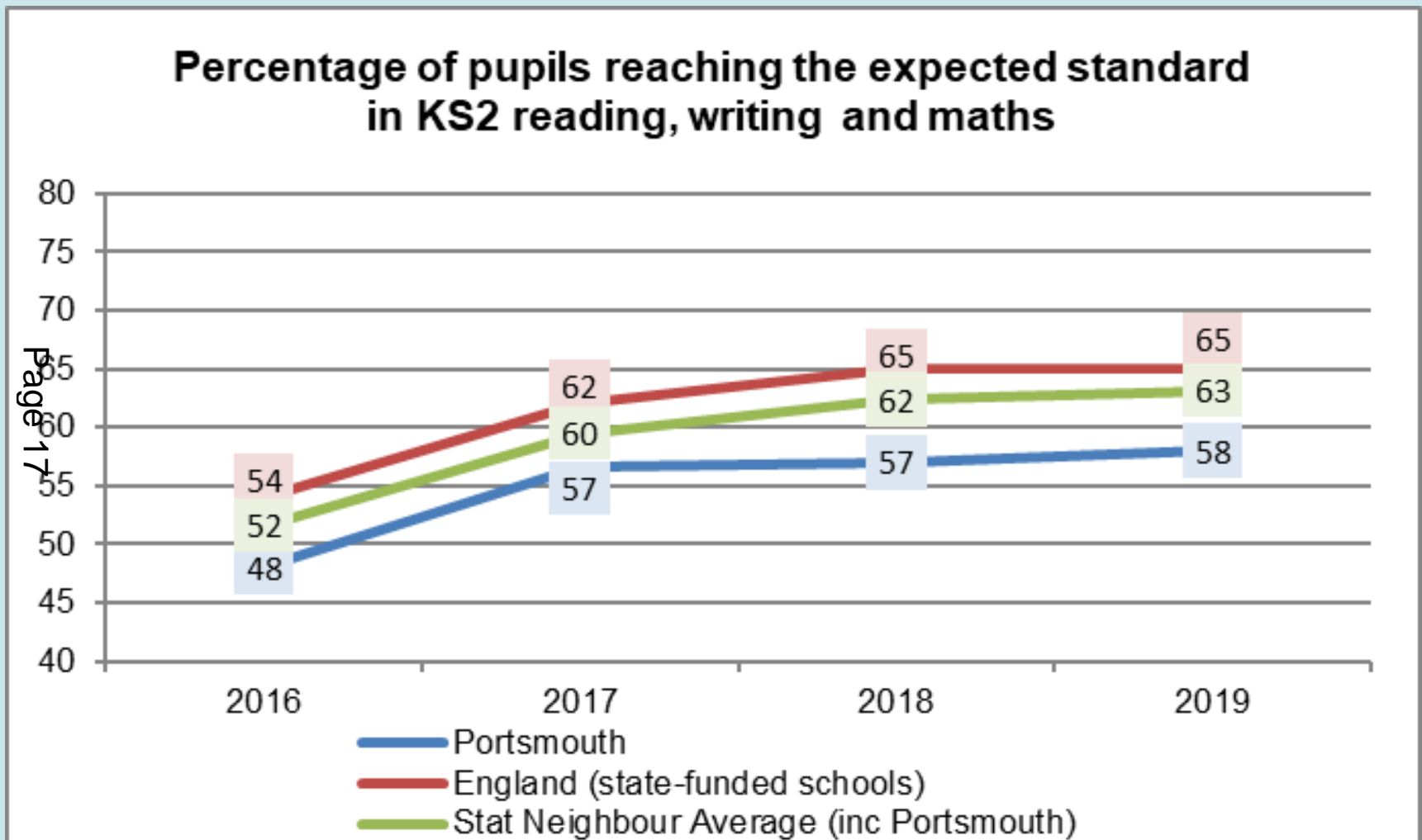
Early Years Foundation Stage Priorities 2019/20

- Targeted moderation with 2 visits in the year to open discussions about the cohort, areas of development, effective EYFS pedagogy
- Targeted schools to attend key workshops: embedding maths; readers in reception; writers in reception; chattering and nattering
- Autumn and Spring term Heads and EYFS leads briefings
- Communication, language and literacy focus – Early Years Conference in March 2020

Phonics and KS1 analysis

- Phonics results dipped slightly by 1% point (78%), slightly below national which stayed the same
 - KS1 expected standard results stayed the same in reading and maths and marginally fell in writing. 2019 results are 1% point below national in reading and 3% points below in writing and maths
- Priority schools for phonics and KS1 include Cottage Grove Primary, Milton Park Primary, Beacon View Primary and Victory Primary

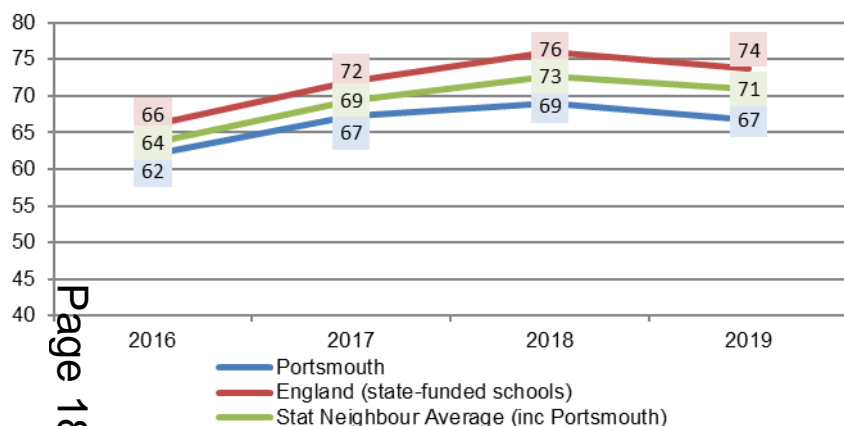
Key Stage 2 attainment



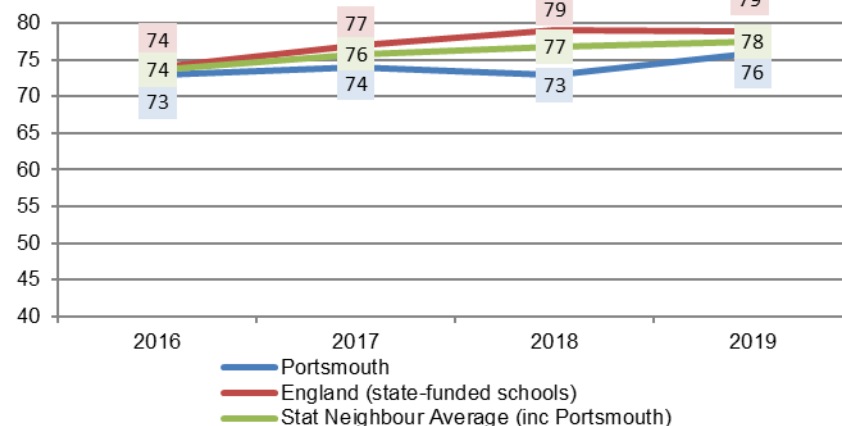
Key Stage 2 attainment

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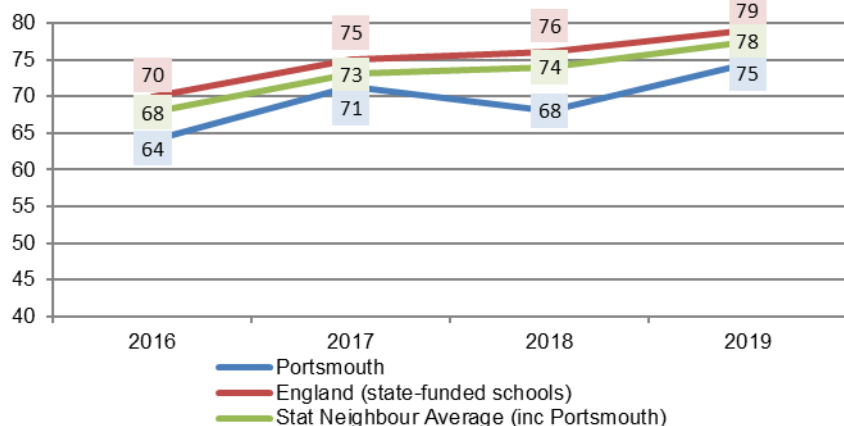
Percentage of pupils reaching the expected standard in KS2 reading



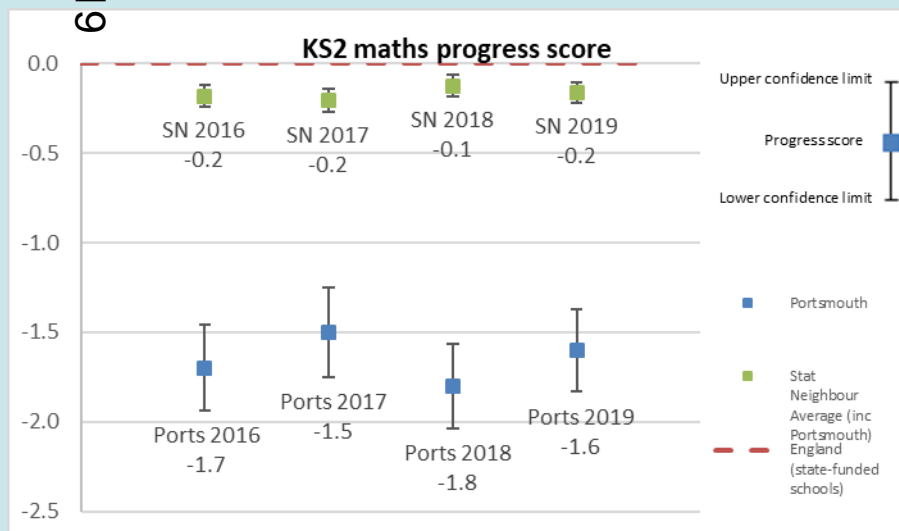
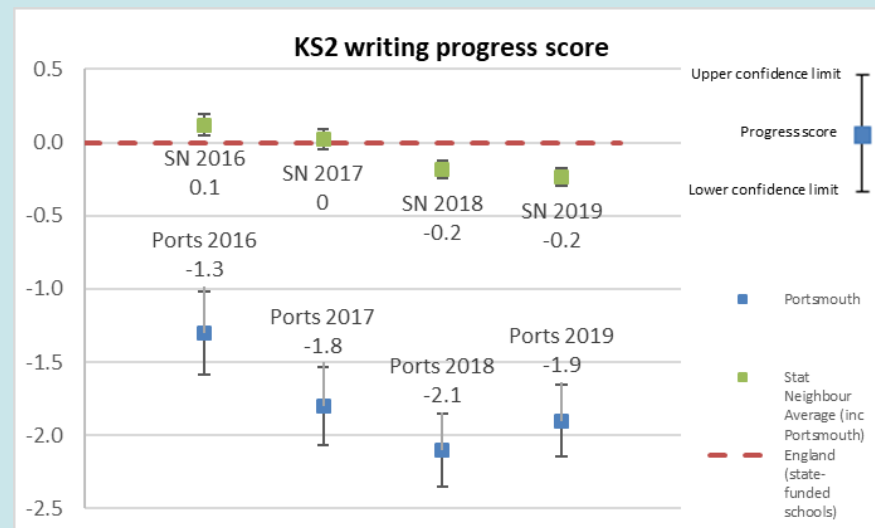
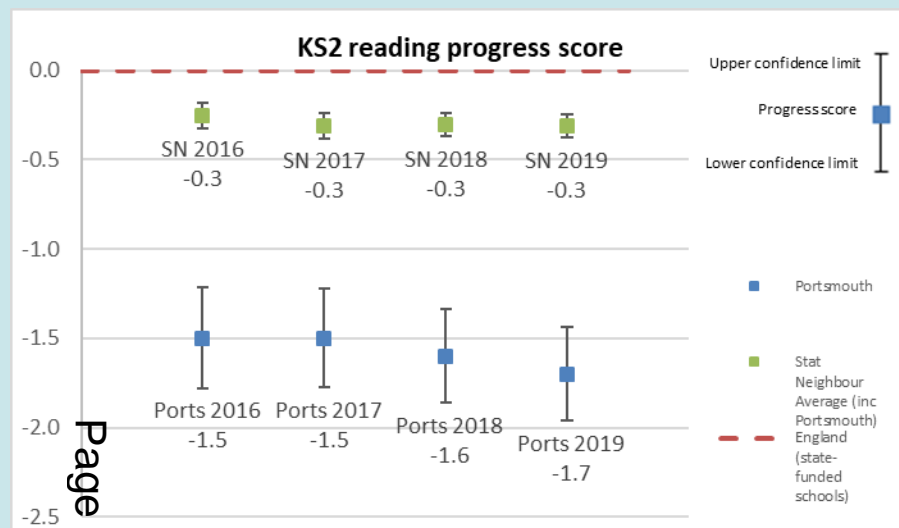
Percentage of pupils reaching the expected standard in KS2 writing



Percentage of pupils reaching the expected standard in KS2 maths



Key Stage 2 progress



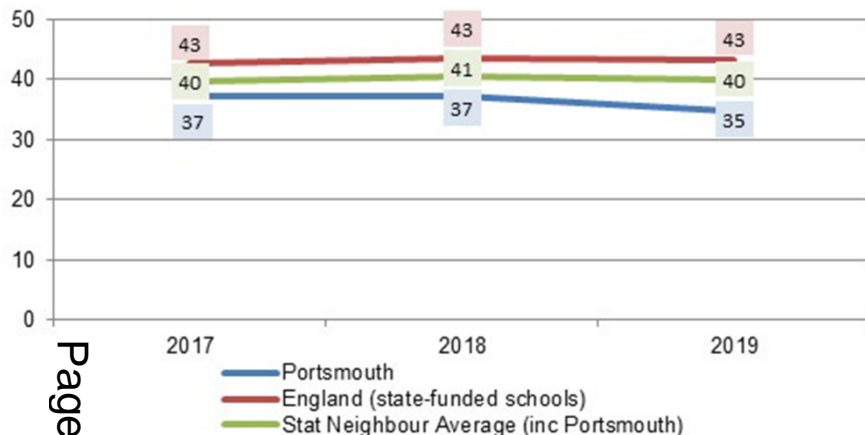
Key Stage 2 analysis

- 2019 attainment results improved in writing and maths but dropped in reading (expected standard)
- KS1 – 2 progress scores improved in writing and maths and the gaps to national reduced but progress scores declined in reading and the gap remained the same as the previous year
- Progress scores have been significantly below national and statistical neighbour averages in all 3 subjects for the past 3 years, ranked bottom of LAs
- 4 schools had positive progress in all 3 subjects in 2019 – Ark Dickens Primary, St Jude's CofE Primary, St Swithun's Catholic Primary, Flying Bull Primary

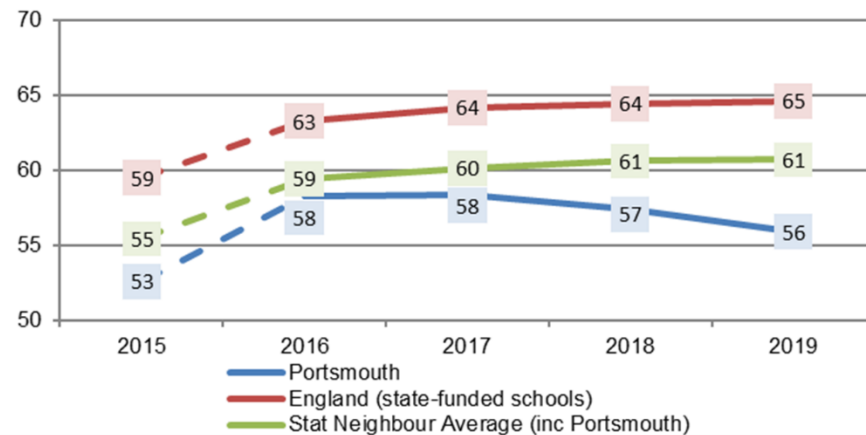
Key Stage 4 attainment

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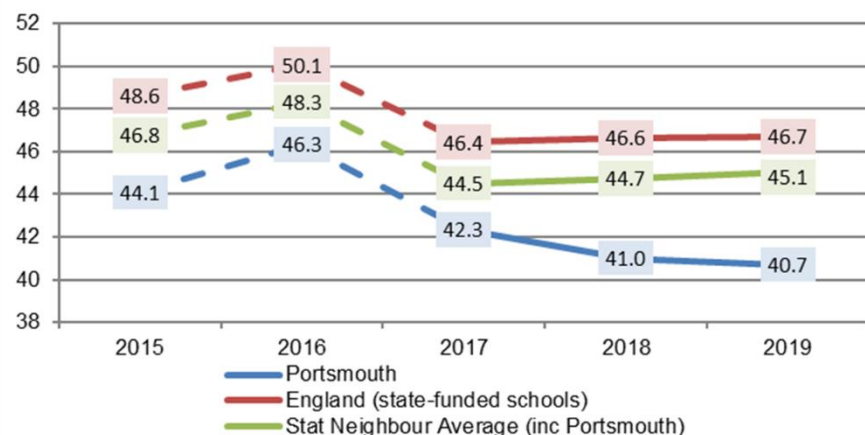
Percentage of pupils achieving a strong pass in English and maths



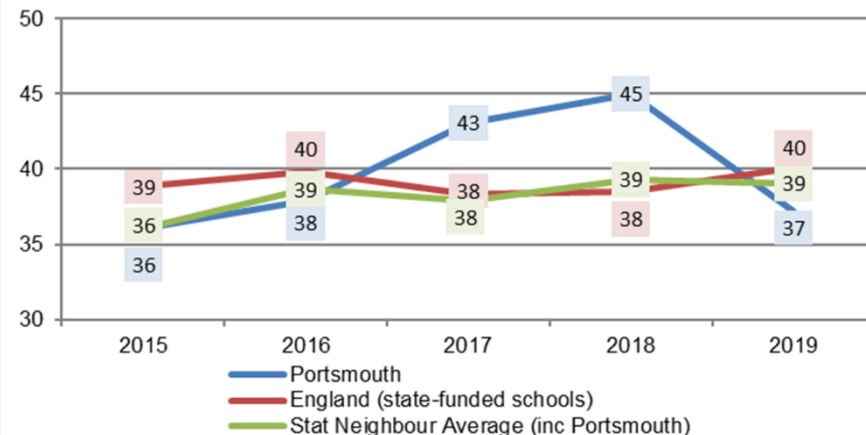
Percentage of pupils achieving a standard pass in English and maths



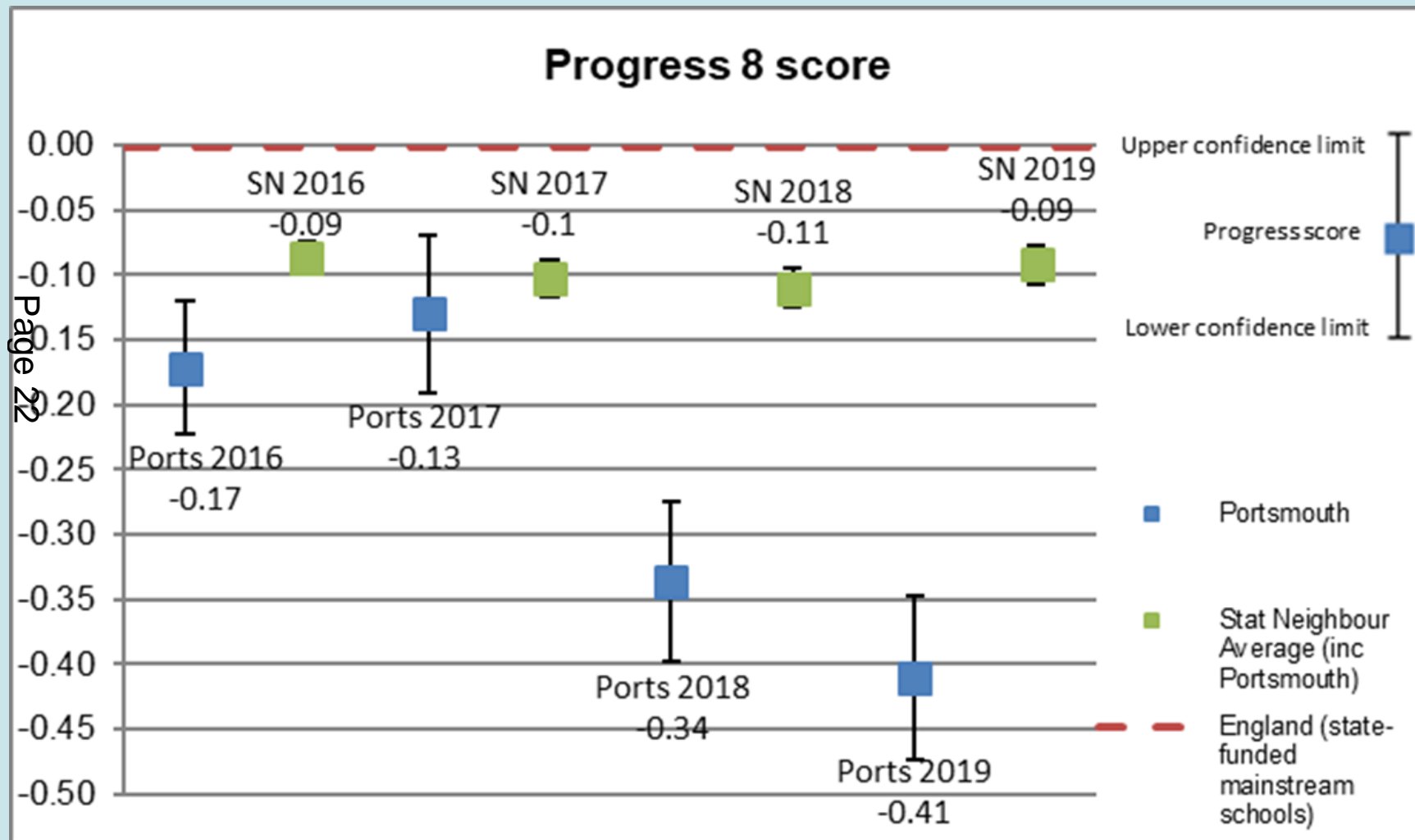
Average Attainment 8 score



Percentage of pupils entering the EBacc



Key Stage 4 Progress 8



Key Stage 4 analysis

- 2019 results dropped slightly for English & maths standard pass and the strong pass.
- The 2019 Attainment 8 score fell very slightly
- The Progress 8 score declined by 0.07 points and is significantly below national and statistical neighbour averages
- 2 schools had positive Progress 8 scores – The Portsmouth Academy and St Edmund's Catholic School (significantly above)
- 8 schools had Progress 8 scores that were significantly below national – Ark Charter, Castle View, Mayfield, Miltoncross, Priory, Springfield, Trafalgar and UTC

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Meeting: Education Advisory Board

Subject: Ofsted school inspections late summer and autumn terms 2019 - summary

Date: 4th February 2020

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 outcomes of 9 Ofsted school inspections that were carried out by Ofsted during the late summer and autumn terms 2019. This follows a report that was provided to Board Members in July 2019 with a summary of the outcomes of Ofsted inspections for the spring and early summer terms 2019.
- 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 2019 and the actions being taken to address the Inadequate judgement given to Corpus Christi Catholic Primary School.**

3. Ofsted school inspections - late summer and autumn terms 2019

- 3.1 During the late summer and autumn terms 2019 there were 9 Ofsted school inspections; 2 of which were short one day inspections (section 8); and 7 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 - late summer and autumn terms 2019

School	LA / MAT	Type of inspection	Dates	Outcome
Corpus Christi Catholic Primary	LA	Section 5 Inspection	25 th - 26 th June	Inadequate - previously Required Improvement.
Medina Primary	LA	Section 5 Inspection	9 th - 10 th July	Continues to be good.
Milton Park Primary	LA	Section 5 Inspection	9 th - 10 th October	Inadequate - previously Required Improvement
Cottage Grove Primary	LA	Section 5 Inspection	23 rd - 24 th October	Continues to be Good
ARK Dickens Primary Academy	ARK	Section 5 Inspection	12 th - 13 th November	Good - previously Required Improvement
Redwood Park Academy	SAT	Section 5 Inspection	19 th - 20 th November	Outstanding - previously Good
Isambard Brunel Junior	TSAT	Section 5 Inspection	3 rd - 4 th December	Good - previously Required Improvement
Springfield	De Curci	Section 8 Inspection	2 nd October	Continues to be Good
St. Swithun's Catholic Primary	LA	Section 8 Inspection	24 th September	Continues to be Good

- 3.2 Overall the outcomes have been very positive with the exception of Corpus Christi Catholic Primary School which was judged to be Inadequate. The judgement was made due to safeguarding being ineffective, but the quality of teaching, learning and assessment was also a concern and requires improvement. Due to the judgement of Inadequate the schools is required to become an academy and an Academy Order has been issued by the DfE.
- 3.3 Immediately following the inspection the council sought to put in place a range of measures to address the safeguarding concerns and to support teaching and learning. Ofsted require a statement of action from the council to set out the actions that relate to safeguarding and academisation, a copy of which is attached at Appendix 2. All of these actions have either been completed or are on track, with the exception of academisation. The academy sponsor that has been identified by the Portsmouth Catholic Diocese has yet to make an application and the Diocese, the council and the Regional Schools Commissioner are working together to clarify next steps.
- 3.4 In addition to the support provided by the council to address safeguarding concerns, the Head of School Improvement is also providing support to improve the quality of teaching, learning and assessment.

4. Overall summary

- 4.1 In Portsmouth, 91.8% of inspected schools are now either Good or Outstanding (88.9% of all schools) and 93.3% of pupils are taught in inspected schools that are Good or Outstanding (91.3% of all pupils). Appendix 1 provides a series of graphs and charts which show the trends between January 2019 and December 2019 and comparisons between the end of June 2019 and the end of the autumn term 2019.

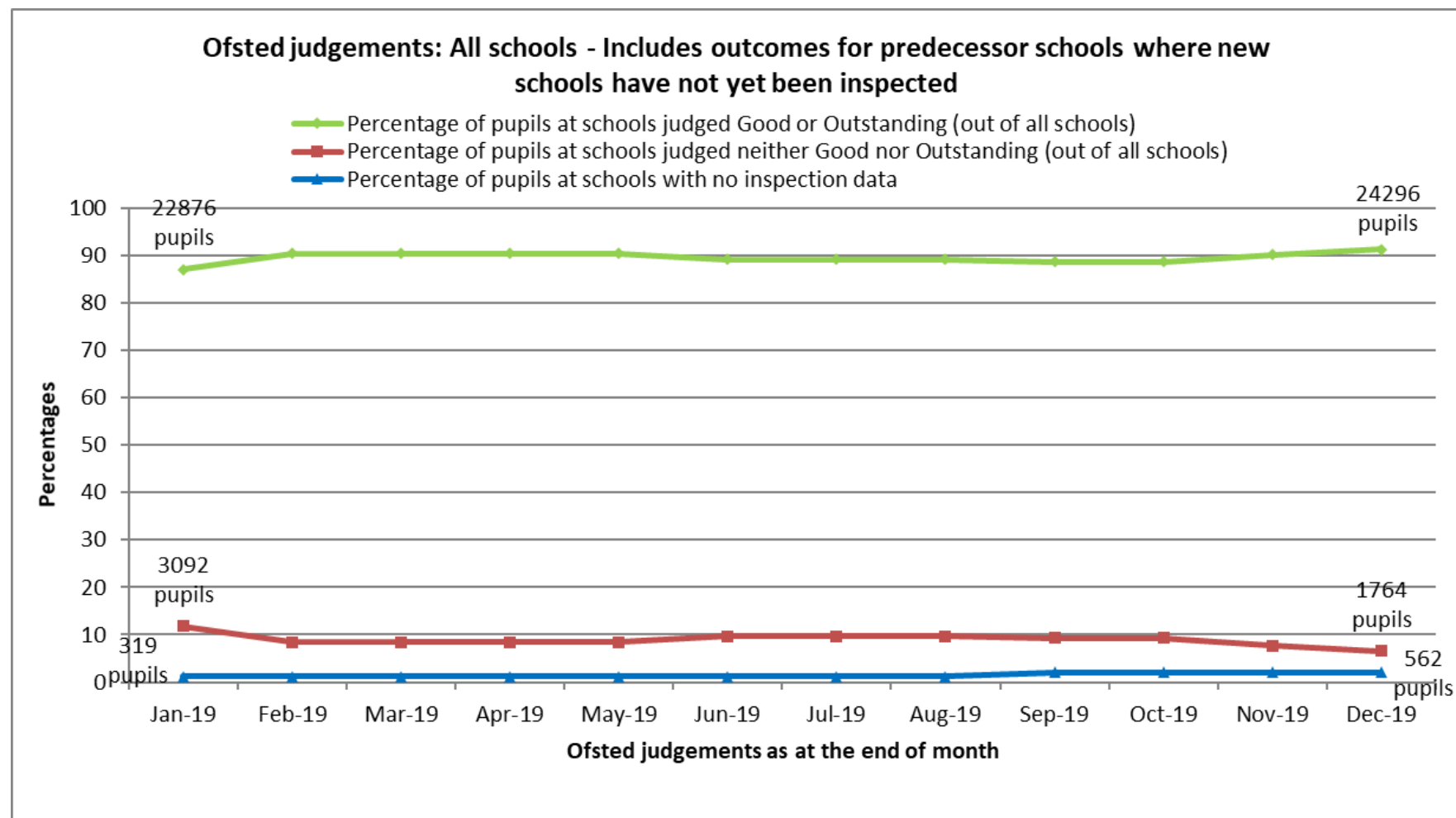
Appendix 1: Ofsted judgements for Portsmouth LA Maintained Schools and Academies

Appendix 2: LA Statement of Action

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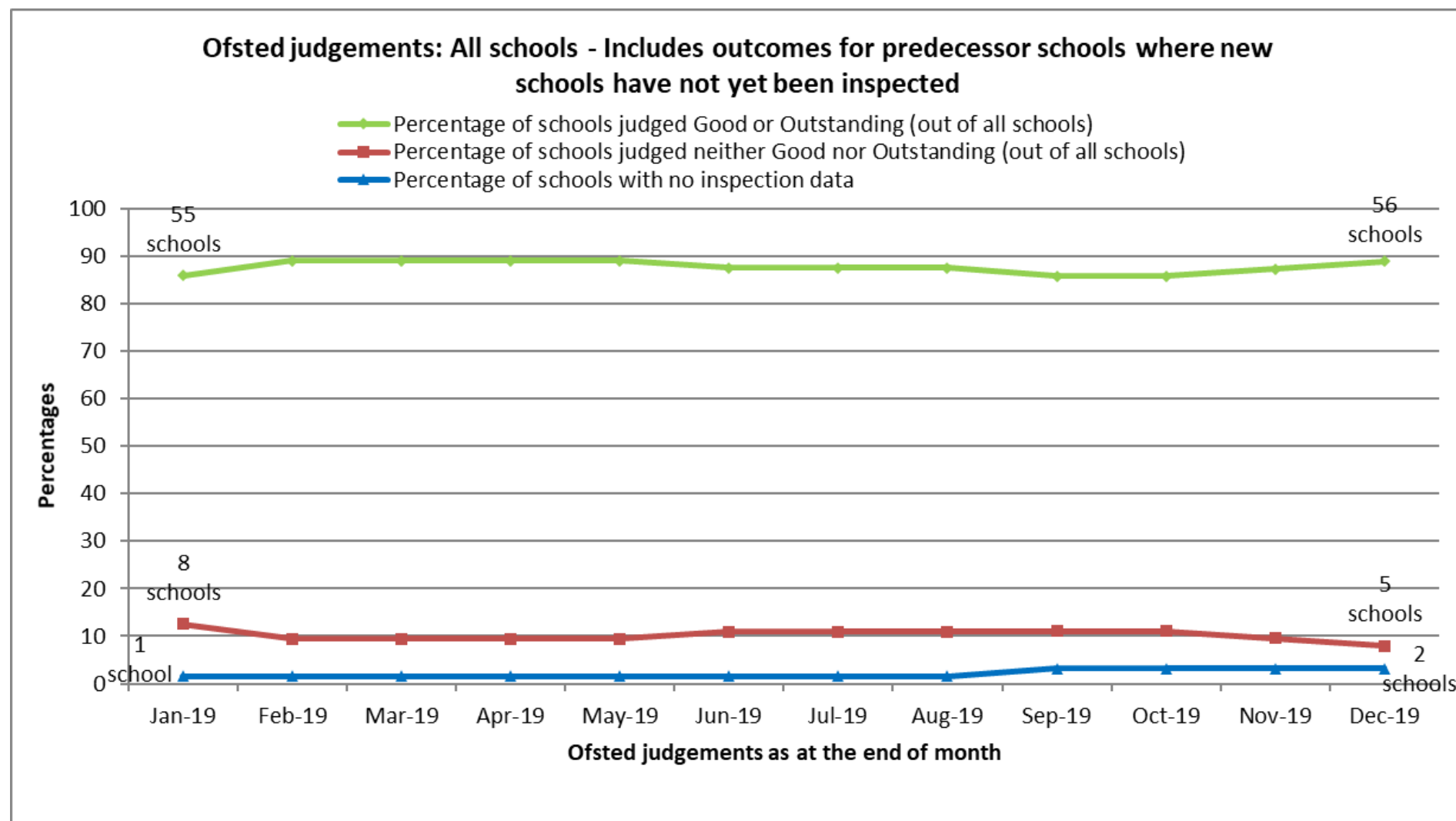
Appendix 1

Changes in Ofsted Judgements from the end of January 2019 to the end of December 2019.



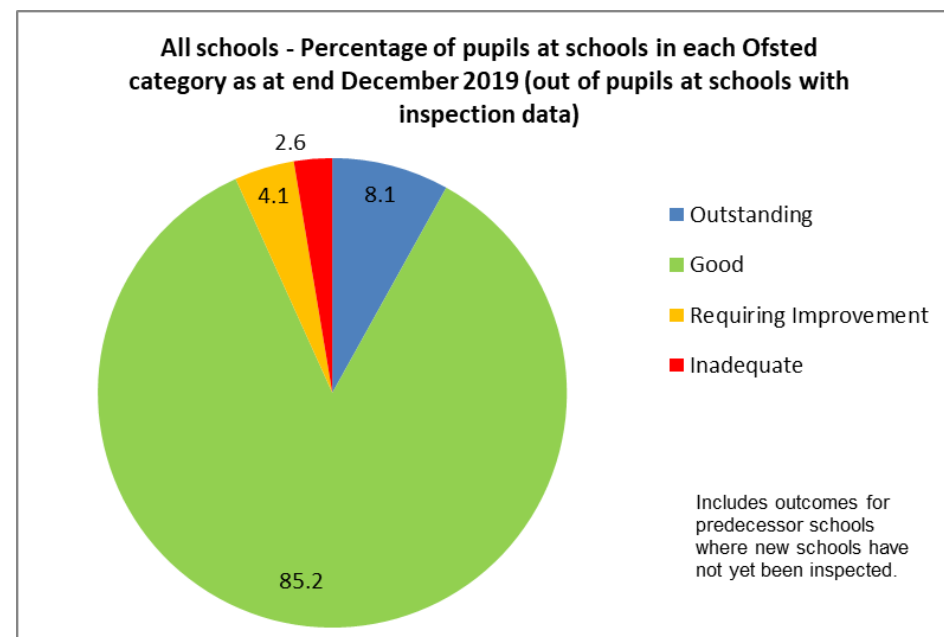
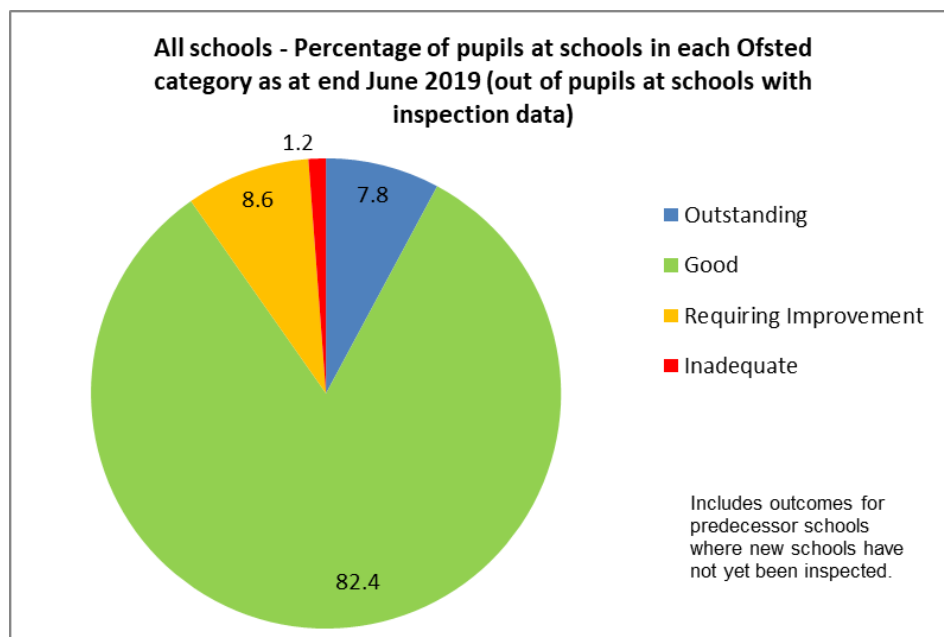
Percentage of pupils out of all pupils (including schools that have not been inspected yet).

Changes in Ofsted Judgements from the end of January 2019 to the end of December 2019.



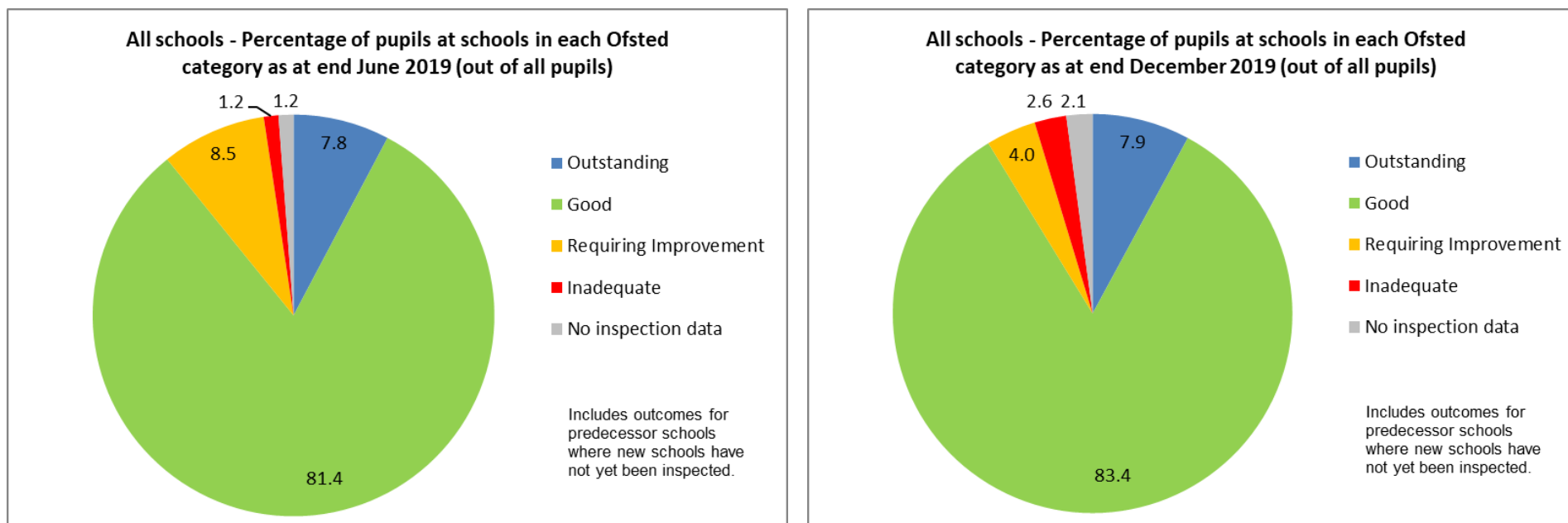
Percentage of schools out of all schools (including schools that have not been inspected yet).

Changes in Ofsted Judgements from the end of June 2019 to the end of December 2019.



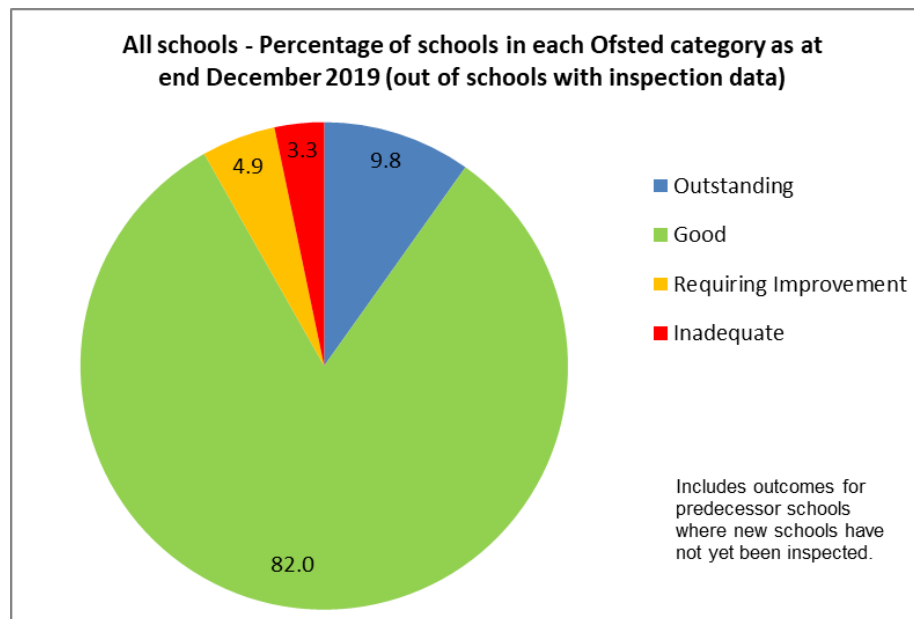
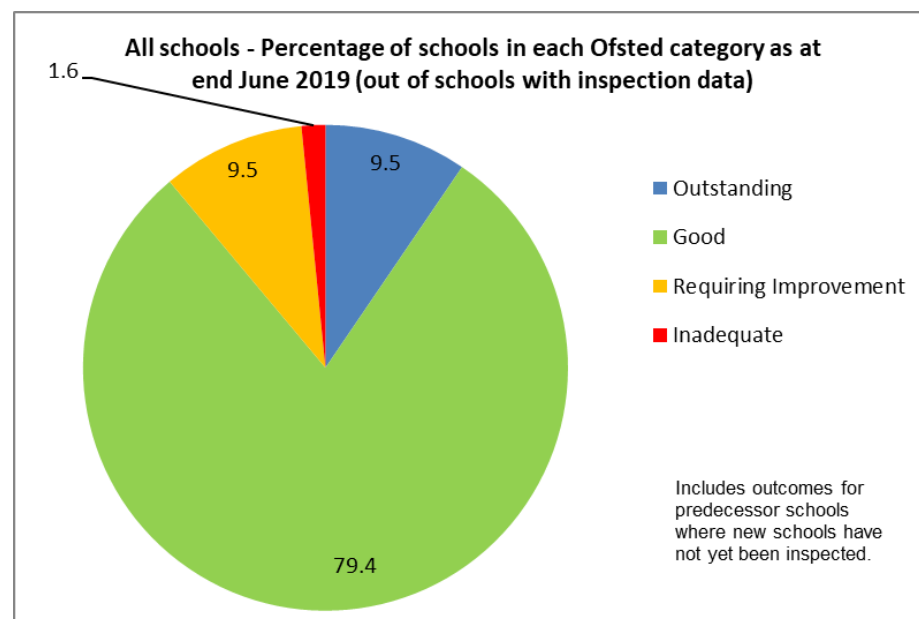
Percentage of pupils out of pupils at schools with inspection data only.

Changes in Ofsted Judgements from the end of June 2019 to the end of December 2019.



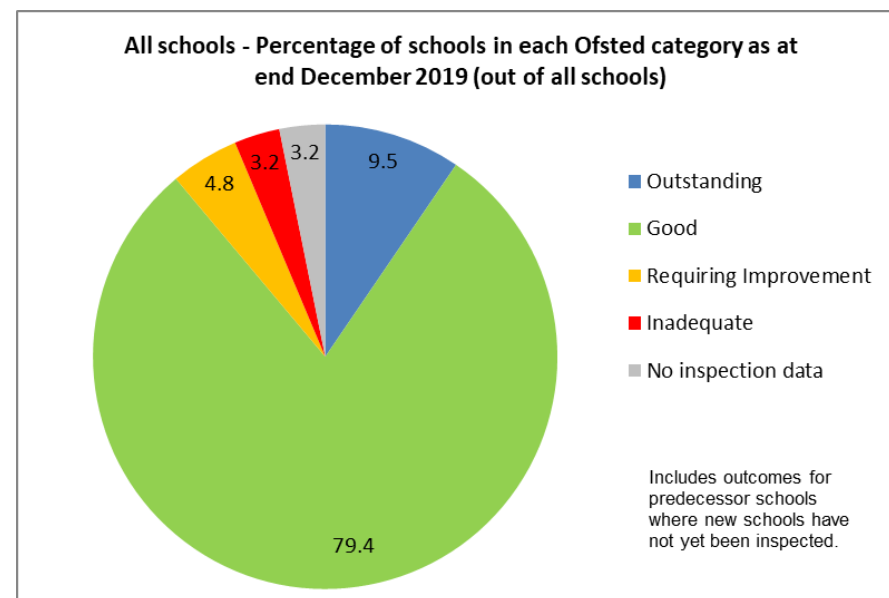
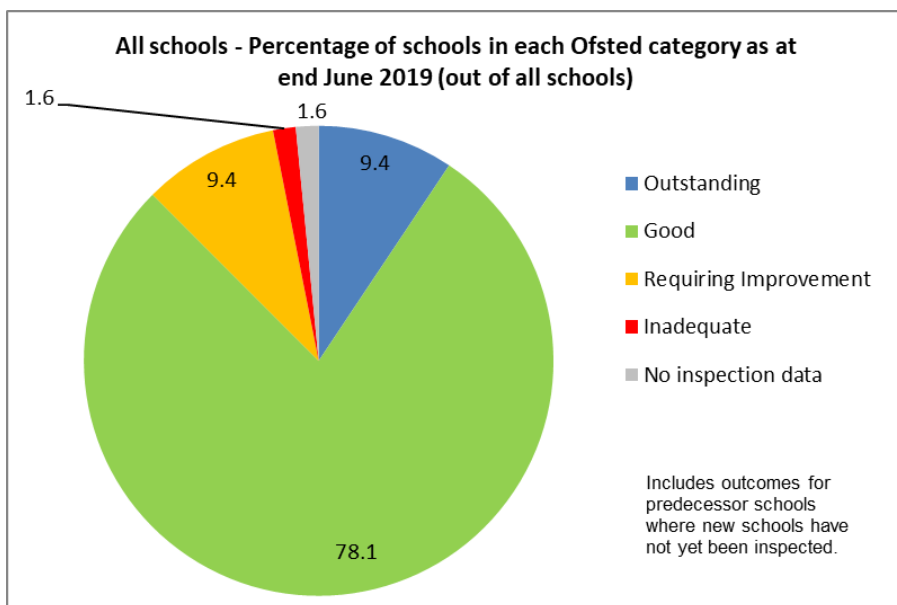
Percentage of pupils out of all pupils (including schools that have not yet been inspected).

Changes in Ofsted Judgements from the end of June 2019 to the end of December 2019.



Percentage of schools out of all schools with inspection data.

Changes in Ofsted Judgements from the end of June 2019 to the end of December 2019.



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

Agenda Item 6

Report to: Education Advisory Board

Subject: School Improvement Summary

Date of meeting: 4th February 2020

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

Report by: Jo Peach, Head of School Improvement

1. Purpose of report

- 1.1 This report sets out the school improvement priorities, actions and intended impact for 2019-20

2. Recommendation

- 2.1 It is recommended that members of the Education Advisory Board note the school improvement priorities for 2019-20 and the work that will be undertaken this year as part of the revision of the Education Strategy to inform the priorities for 2020-21.**

3. School Improvement report

- 3.1 There are currently 3 school improvement priorities which were agreed by the Portsmouth Education Partnership (PEP) School Improvement Board in October 2019.
1. Improving pupil outcomes in reading/literacy, including improving early language development;
 2. Improving outcomes for pupils with SEN, especially those on SEN support;
 3. Improving teaching and learning in the wider curriculum, with a focus on leadership.
- 3.2 Details about the rationale, actions and impact for each of the three priority areas are given below. It is important to note, however, that the PEP Education Strategy 2017 - 2020 is being revised this year and a new three year strategy will be published in September 2020. Whilst the PEP can point to a range of successes and achievements over the past three years, including the fact that the majority of our schools are now judged by Ofsted to be Good or Outstanding (refer to separate report to the Education Advisory Board), the performance of our schools in terms of the key performance measures at each key stage, lags behind the national average and also many of our statistical neighbours. During the course of the Spring term the council will be consulting with all key partners about the revised strategy and how collectively we can improve outcomes for children and

young people. This in turn will inform the school improvement priorities for 2020/21.

Improving pupil outcomes in reading/literacy including early language development

3.3 Rationale

Being able to read is crucial to the life chances of our pupils. We know that there is a correlation between NEETs, those who are youth offenders and even those with mental health issues and an inability to read. Our results in reading have historically been below the national average. At EYFS, results in the literacy ELGs were lower than national although speech and language results were better than national. In 2019, results in reading at KS1 were slightly below national but at KS2 reading progress was well below national and declined from 2018. At KS4, progress in English was below national and declined from 2018.

3.4 Actions

a) The Early Years team will:

- Target moderation with 2 visits in the year to open discussions about the cohort, areas of development, effective EYFS pedagogy
- Target schools to attend key workshops including readers in reception, writers in reception and chattering and nattering
- Run briefings in Autumn and Spring term for Heads and EYFS leads
- Organise Early Years Conference in March 2020 - Communication, language and literacy focus.

b) The council has put in a bid to support early language development which will focus on using the community to support parents and carers to develop a language rich environment. Bids must be led by local authorities and the deadline for expressions of interest is 17th January 2020. Initial proposals must be submitted by 23rd March, final proposals by 8th July and programme delivery must start Sept 2020 and be completed by 2023. Below is an extract of the bid which is through the Health budget 'Shaping Places for Healthier Lives'

c) *This project will identify some common themes and approaches to support early language acquisition that can be integrated within existing structures and systems. This will support early years settings, or schools, or speech and language therapists to address systemic deficits in language acquisition and development, All parts of the community - parents, public servants, clinicians and therapists, educators, businesses, voluntary and community sector partners will join together to consider how they can influence change in their part of the system to support improved language development in the city. And therefore, our proposal is not to make a single change, but to consider the range of opportunities*

to act on the complex system in which children develop language skills and build a language and interaction rich city using our existing assets.

- d) The council and the Portsmouth Teaching School Alliance have begun a research project with schools based on the latest evidence from the Education Endowment Foundation (EEF) about developing effective reading strategies in all key stages. 23 schools are currently attending (37 participants, all phases of schools); most have chosen to focus on how to develop pupils' vocabulary and background knowledge to enable them to read more fluently and with greater comprehension. We hope that this project will lead to improved teaching of reading and outcomes for pupils in the longer term. This project is being led by the council (Jo Peach) and Sarah Hilditch (Teaching School). The work with MATs on this has been disappointingly limited; UniCat has sent their literacy specialist who is working with the UniCat schools on their research projects but no academy chains have become involved in delivering or overseeing the project.
- e) The Teaching School is also running other reading related programmes such as support for phonics, primary and secondary English networks, teaching poetry and non-fiction texts, developing vocabulary acquisition.

3.5 Intended impact

- A smaller percentage of pupils will arrive at school with weak speech, communication and language difficulties
- Results in reading at all key stages will improve so that gaps to national (where currently below) close, especially at KS2 and KS4.

Improving outcomes for pupils with SEN, especially those on SEN support

3.6 Rationale

One of our aims is to ensure we are an inclusive city. Currently (data from July 2019) show the following:

- 16.8% of pupils have an identified special need compared to 15.2% nationally. 3.6% have an EHCP compared to 3.1% nationally and 13.2% are on SEN support compared to 12% nationally.
- Results for pupils with SEN are very mixed. In 2019, pupils on SEN support at EYFS was in line with national in comparison with 2018, however, this was a decline from 2018.
- For Y1 phonics, pupils on SEN support remain below national and declined from 2018. At KS1, however, those on SEN support improved over all 3 subjects and results for reading were above national and for writing were in line.
- At KS2, for progress in reading, writing and maths, the gap with national increased. Analysis shows that pupils who have SEN and are also in

receipt of free school meals (disadvantaged) did much worse than those who were just disadvantaged or those who just had SEN.

- At KS4, the percentages of pupils on SEN support achieving a standard pass in English and Maths improved but is still below national and for the strong pass, pupils on SEN support did worse than the previous year.
- In line with the national picture, it is very difficult to make comparisons between schools, as the numbers of pupils are low in many schools and the criteria for identification of SEN differ. Schools in Portsmouth are getting better at more accurately identifying SEN, as opposed to low attainment, however there are no clear criteria nationally.
- For pupils with EHCPs, most standards have declined since 2018 except those for Early Years where there has been no change.
- For Y1 phonics, results have declined from well above national to below, at KS1, results have fallen in all areas and are now in line with national or below.
- At KS2, pupils' progress improved and the gap with national decreased.
- At KS4, those on EHCPs improved on the previous years for both a standard pass and a strong pass.

3.7 **Actions**

- a) The council's SEN team have revised the Portsmouth Profile of Need to provide increased clarity to setting and to develop greater consistency in identification.
- b) Our Ordinarily Available Provision is widely used and promotes the effective use of resources to meet the needs of learners at SEN Support. The SENCo Network is used as a forum for support and to identify practice to share. Almost all schools attend this forum.
- c) Alongside maintaining the drive towards raising overall attainment in Portsmouth there is now an increased understanding and recognition across our schools of the need to focus on the attainment and progress of pupils with SEND.
- d) Through the Portsmouth Education Partnership we secured funding through the Strategic School Improvement Fund (SSIP) for The Portsmouth Teaching School and Solent Academies Trust SEND Project. This focused programme worked with 22 schools in the city during 2018/19 to raise standards using an evidence based, quality assured, and collaborative approach. The findings identified a strengthened role of the SENCO as a leader in some schools and increased confidence in classroom teachers in meeting the needs of pupils with SEND. Schools also refined their identification processes and tracking systems. We hope to see the impact of this project on attainment and progress in the longer term. The SEN Review project is continuing to run during 19/20 with 6 schools involved.
- e) The introduction of the Portsmouth Inclusive Education Quality Mark (PIE QM) will support the identification of areas for development and practice to share at a school and city-wide level. This will enable more effective targeting of resources and training.

- f) The Inclusion Outreach Service was relaunched in October 2019. This service has a flexible approach which includes building capacity, providing support, through a team around the school approach.

3.8 Intended impact 2020

Ofsted reports will show that pupils with SEN have their needs met well and schools are judged to be inclusive using the PIE QM and other externally validated measures. Results for pupils with SEN, and especially those who are disadvantaged, improve so that gaps with national for all key measures decrease.

Improving teaching and learning in the wider curriculum, with a focus on leadership

3.9 Rationale

The Ofsted focus on the wider curriculum and other research shows that pupils benefit in all academic areas if they have a broad knowledge base. Our latest inspection reports for primary schools show that schools often have a strong curriculum for English and maths but the curriculum for other subjects is much less well developed and teacher subject knowledge is an area for development.

3.10 Actions

- a) The Teaching School has run Curriculum Planning sessions since 2019. Approximately 7 schools took part.
- b) Networks have been set up to support teachers in a range of subjects including science, computing, Art, DT, MFL. Many of these are focussing on developing teacher subject knowledge and helping middle leaders to prepare for 'deep dives'.
- c) Ark (Multi Academy Trust) hosted a curriculum development workshop where Portsmouth schools looked at the foundation subject materials and training offer provided for Ark schools to see whether they could be adapted to work locally. So far 15 participants (11 schools) have signed up.

3.11 Intended impact 2020

- Curricula in schools will be broad and balanced, meeting the needs of all pupils and addressing any gaps.
- Ofsted judgements will show the curriculum to meet the needs of the pupils. Teaching will be effective in over 90% of schools, learning will be well sequenced and pupils will be accurately assessed so that pupils perform well in a range of subjects.
- Results across the full range of subjects will improve.

4. Overall Summary

- 4.1 The PEP School Improvement Board have agreed 3 school improvement priorities for 2019/20 (improving reading, improving SEN outcomes and improving middle leadership of curriculum subject areas). These have CPD actions attached to them which are intended to lead to improved academic outcomes. The PEP Education Strategy 2017 - 2020 is being revised this year with a renewed focus on improving outcomes across all key stages. The consultation and discussion that will take place during the Spring and Summer terms will inform the school improvement priorities for 2020/21 and Members of the Education Advisory Board will be updated at the meeting on 15th July 2020.