



NOTICE OF MEETING

EDUCATION ADVISORY BOARD

WEDNESDAY, 15 JULY 2020 AT 4.00 PM

VIRTUAL REMOTE MEETING - REMOTE

Telephone enquiries to Lisa Gallacher 02392 834056

Email: lisa.gallacher@portsmouthcc.gov.uk

Membership

Councillor Suzy Horton (Chair)

Councillor Frank Jonas BEM
Councillor Terry Norton

Councillor Jeanette Smith
Councillor Judith Smyth

Diocesan representative - Church of England

Diocesan representative - Roman Catholic

Teacher Liaison Panel representative

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

AGENDA

- 1 **Apologies for absence**
- 2 **Declarations of interests**
- 3 **Minutes of previous meeting held on 4 February 2020 (Pages 3 - 8)**
- 4 **Ofsted inspections update (Pages 9 - 16)**

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 4 - Ofsted inspections update (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).

(Participants are asked to dispose of the exempt papers as confidential waste.)

- 5** **Returning to School - Summary of local arrangements and updates from the working group and workstreams** (Pages 17 - 38)
- 6** **School improvement update** (Pages 39 - 50)
- 7** **Dates of future meetings**

Please note the dates of the next meetings:

Wednesday 10 February 2021
4 pm - location to be confirmed

Wednesday 14 July 2021
4 pm - location to be confirmed

EDUCATION ADVISORY BOARD

RECORD OF DECISIONS of the meeting of the Education Advisory Board held on Tuesday, 4 February 2020 at 4.00 pm at the Guildhall, Portsmouth

Present

Councillor Suzy Horton (in the Chair)

Councillors Tom Coles
Frank Jonas BEM
Terry Norton

14. Apologies for absence

Apologies for absence were received from Steve Labeledz, Helen Reeder and Rob Sanders. Ms Calderbank apologised she would have to leave at 4.55 pm as she had a governors' meeting.

15. 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 his partner is employed at Mayfield School and his daughter attends it.

16. Minutes of the previous meeting on 8 October 2019

RESOLVED that the minutes of the meeting held on 8 October 2019 be confirmed and signed by the chair as a correct record.

The Chair proposed taking agenda item no.5 (Ofsted inspections) after agenda item no.6 (School Improvement Summary) as item no.5 contained exempt appendices. For ease of reference, the minutes will be kept in the original order.

17. Results update

Mike Stoneman, Deputy Director of Education, presented the report, explaining that the data was confirmation of the provisional results presented at July's meeting. Key Stage 4 and Progress 8 results had declined with a 0.41 gap with Portsmouth's statistical neighbours. Eight schools had results which are significantly below national. Portsmouth Academy and St Edmund's Catholic School had above average results.

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

- Ms Calderbank said results for exams and Progress 8 in most academies had declined. One reason is that the new exams are harder. Another is that exams in some subjects are no longer available. A larger number of white working class boys with average ability will lower the results. Some GCSE subjects are harder than others. For example, results in computer science and languages are one grade lower than the norm whereas photography, health and social care, and PE are one grade higher. The Fischer Family Trust (national provider of education data) advises how targets are set for different schools.
- As a result of changes to exams Ms Calderbank will have to change the curriculum in her own school (Miltoncross) to improve Progress 8 results, even though this means removing the opportunity to study subjects that can be more beneficial for careers and further education. Languages are a core subject but 50% pupils will study them rather than the current 85%. This discourages learning languages which means fewer pupils taking A-levels so fewer taking degrees and ultimately fewer language teachers. In addition, recruitment of language teachers is harder because of Brexit as many come from the EU.
- Subjects are divided into three "buckets." Bucket 1 - core subjects (English, Maths). Bucket 2 - subjects like languages, humanities, science. Bucket 3 - subjects on the prescribed list
- Changing exam boards is disruptive but there is little that can be done about this as mock exams and moderation have to be the same across academies so schools can be benchmarked. Schools can mitigate against the changes by having a forensic approach to taking exams.

Members asked why it was that Portsmouth schools have good Ofsted inspection results (92% of inspected schools are Good or Outstanding) but results have continued to be lower than national and statistical neighbours for several years.

- Results have risen nationally so Portsmouth is now competing against a rising tide. Children who are borderline grade 5 (grades 5 to 9 are a strong GCSE pass) can easily fall below the boundary. Portsmouth's statistical neighbours include Southampton, Bristol, Southend and Torbay. Socio-economic characteristics are used to compare neighbours but there are still differences, for example, Southampton has a much higher ethnic mix. In some areas Portsmouth does better than its neighbours. Portsmouth children with EAL (English as an Additional Language) do very well.
- The Portsmouth Education Partnership (PEP) Board will refresh the education strategy when it meets next week. Attainment and progress are at the top of the agenda. There are many successes to report from the implementation of the 2017-2020 strategy, particularly with respect to inclusion, but the strategy and the policy of academisation has not delivered the improvements that were needed in educational outcomes. On 24 February Mr Stoneman will be meeting with Nick Gibb (Minister for School Standards) to set out the action the council has taken to address

underperforming maintained schools. The RSC will also be attending. A separate meeting is being held for academies.

The PEP will seek to encourage the sharing of resources and good practice across our schools and academies. With respect to Multi Academy Trusts this has been limited with a few exceptions e.g. ARK; and many will charge.

The Chair noted that children who have worked hard are devastated when they have disappointing exam results. She gave credit to schools for their good curricula and pastoral care. A collective solution might help as teachers and officers know Portsmouth children.

RESOLVED that the report be noted.

18. Ofsted school inspections late summer and autumn terms 2019

RESOLVED that that the following motion be adopted

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."

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).

Mr Stoneman presented the report and the exempt appendices. He noted two errors in Table 1:

Corpus Christi - previous rating was Good (not Required Improvement)
Milton Park Primary - rating is Required Improvement (not Inadequate so remains the same)

He explained how schools are prioritised for school improvement visits and the level of support they receive. As the school improvement budget is limited support has to be targeted.

Ms Calderbank left the meeting at 4.55 pm.

Where there are concerns over standards the council has to act. They can challenge and, if necessary, raise concerns with the RSC (in the case of academies) who can intervene. Fortunately the council has good relationships with individual academies and Multi Academy Trusts. There is no government pressure for a school to become an academy unless it is judged to be

Inadequate. Under the 2010 legislation it is not possible for a school to return to local authority (LA) control unless it closes though it can be re-brokered (transferred to another trust).

Councillor Coles left the meeting at 5.05 pm.

The Ofsted rating for Corpus Christi was surprising as it had been Good and there were no alerts about safeguarding which was the main reason for the Inadequate judgement. However, Ofsted found systematic failings in the school's safeguarding procedures (although no child has suffered harm) and issues with teaching and learning. There are no longer safeguarding concerns. The council has produced a LA statement of action relating to safeguarding and academisation. Under the legislation the Inadequate rating means the school is required to become an academy. There is a memorandum of understanding between the DfE and the Catholic Diocese that Catholic schools have to be sponsored by a Catholic academy trust. However, there are no Catholic trusts in the Portsmouth diocese (which extends across a large part of the South East) willing to accept Corpus Christi at this point in time. If there is no sponsor the school becomes an "orphan" school. The council will continue to support the school as it would for any other maintained school, until it transfers to academy status.

The three SEN schools in the Solent Academy Trust are all Outstanding. Milton Park has good leadership and is expected to improve. The headteacher of ARK Dickens was applauded for their Good rating (previously Required Improvement).

RESOLVED 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.

19. School Improvement Summary

Ms Peach presented the report and highlighted the three school improvement priorities.

Improving pupil outcomes in reading/literacy, including early language development

Literacy includes speech and language but the main priority is developing reading ability as being unable to read prevents people from participating fully in daily life. For example, it is almost impossible to get a job without GCSE English. Early Years will run training and CPD. The joint council project with the Teaching Schools Alliance will use evidence from the Education Endowment Foundation which shows what is effective in teaching reading..

The council has submitted a bid for early language development as some children cannot speak or interact with others when they start school.

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

The current good practice with SEN pupils will continue with more focus on those with an EHCP (Education, Health & Care Plan).

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

There will be a focus on supporting middle leaders to develop teacher subject knowledge. Ofsted used to concentrate on English and maths but are now looking at the wider curriculum.

In response to questions from member officers clarified:

- Support for reading already starts at the pre-school stage, for example, health visitors promote reading.
- The importance of family learning and engaging parents in helping with reading is acknowledged.
- Although there is no concrete evidence the cuts to Sure Start centres are likely to have affected literacy and language support.
- The Accelerated Reader scheme is good but has limitations so pupils need a wider range of books as tests have broadened their scope.
- Portsmouth is a "category 6" city so can take advantage of a lot of free or heavily subsidised staff development / leadership courses.
- Secondary schools receive information from primary schools in May/June about English, maths and reading levels of Year 6 pupils due to start year 7. "Catch up" funding is available to give extra support in English and maths. At Miltoncross there is a six-week catch-up programme at the end of which pupils either continue or move on.
- The move from primary to secondary school is a major transition for children. In addition, they will have had a gap in learning over the holidays. Prospective Year 7 pupils spend a week in July at Miltoncross which is more effective than the usual three days as preparation for the transition.

RESOLVED 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.

20. Dates of future meetings

Wednesday 15 July 2020

4 pm - Conference room B, floor 2, Civic Offices

Wednesday 14 October 2020

4 pm - Conference room A, floor 2, Civic Offices

RESOLVED that dates of future meetings be noted.

The meeting concluded at 5.20 pm.

Councillor Suzy Horton
Chair



Meeting: Education Advisory Board

Subject: Ofsted school inspections Spring term 2020

Date: 15th July 2020

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

Report by: Mike Stoneman, Deputy Director, Education

1. Purpose of report

- 1.1 This report sets out the outcomes of 2 Ofsted school inspections that were carried out by Ofsted during the Spring term 2020 before all inspections were suspended by Ofsted due to the pandemic. This follows a report that was provided to Board Members in February 2020 with a summary of the outcomes of Ofsted inspections for the late summer and autumn terms 2019.
- 1.2 The report also provides:
- a summary of the overall position for Ofsted judgements across schools in Portsmouth (Appendix 1)
 - an update on the support given to Corpus Christi Catholic Primary School which was judged to be inadequate last year and which was reported on in the previous paper to Board Members (Appendix 2)
 - a brief update on the resumption of Ofsted inspections in 2021.

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 Spring term 2020, the continuing work that is being undertaken by the council to address the Inadequate judgement given to Corpus Christi Catholic Primary School last year and the plans by Ofsted to resume inspections in 2021.**

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

- 3.1 During the Spring term 2020 there were just 3 Ofsted school inspections; 2 of which were short one day inspections (section 8); and 1 of which was a two day inspection (section 5). A summary of the section 8 inspections and outcomes is given below in Table 1. The section 5 inspection referred to below has yet to be published.

Table 1: Summary of Ofsted school inspections in Portsmouth - Spring term 2020

School	LA / Academy	Type of inspection	Dates	Outcome
Solent Infant	De Curci Trust	Section 8 Inspection	11 th February 2020	Continues to be Good
UTC Portsmouth	Stand alone Academy Trust	Section 5 Inspection	26 th & 27 th February 2020	Report has yet to be published
Solent Junior	De Curci Trust	Section 8 Inspection	10 th March 2020	Continues to be Good

4. Ofsted inspections in 2020/21

- 4.1 Ofsted has announced its plans for the autumn as schools and colleges open to all children. Routine inspections will remain suspended for the autumn term, with a plan to resume in January 2021. In the autumn term, Ofsted will be carrying out 'visits' to schools and colleges, not inspections. These will look at how schools and colleges are getting pupils back up to speed after so long at home and will not be graded

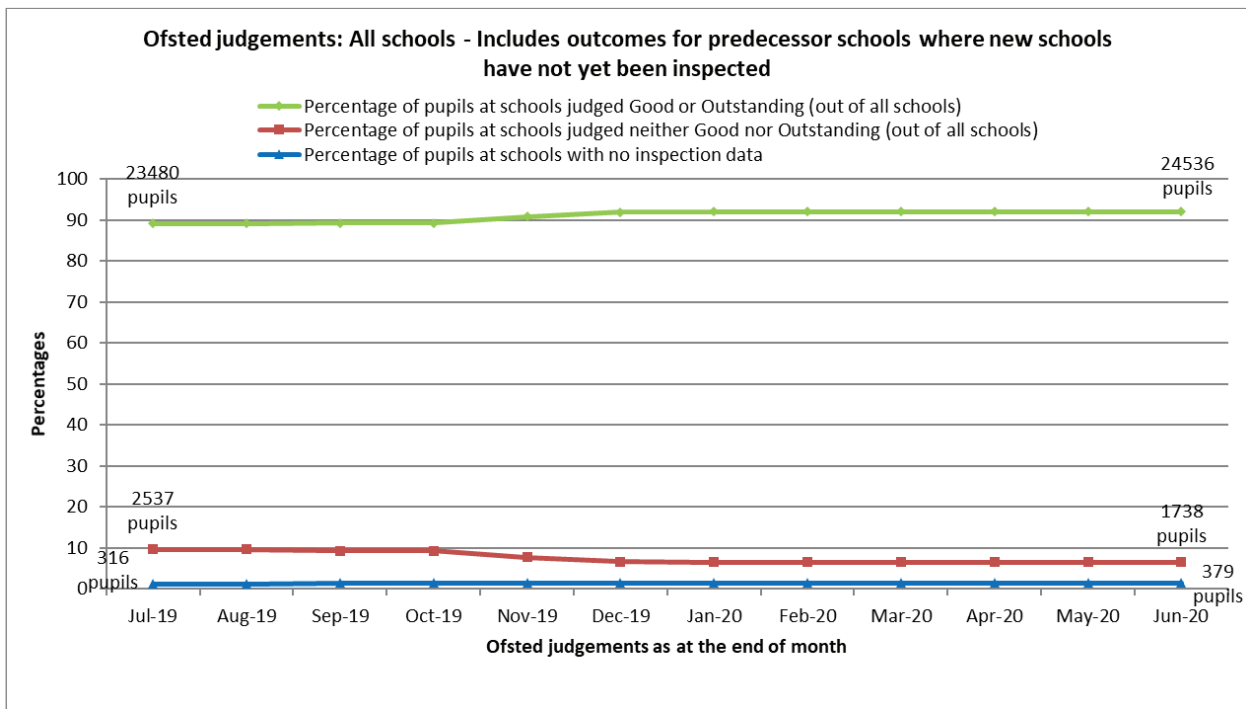
5. Overall summary

- 5.1 In Portsmouth, 91.9% of inspected schools are now either Good or Outstanding (90.5% of all schools) and 93.4% of pupils are taught in inspected schools that are Good or Outstanding (92.1% of all pupils). [Appendix 1](#) provides a series of graphs and charts which show the trends between end of July 2019 and end of June 2020.

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

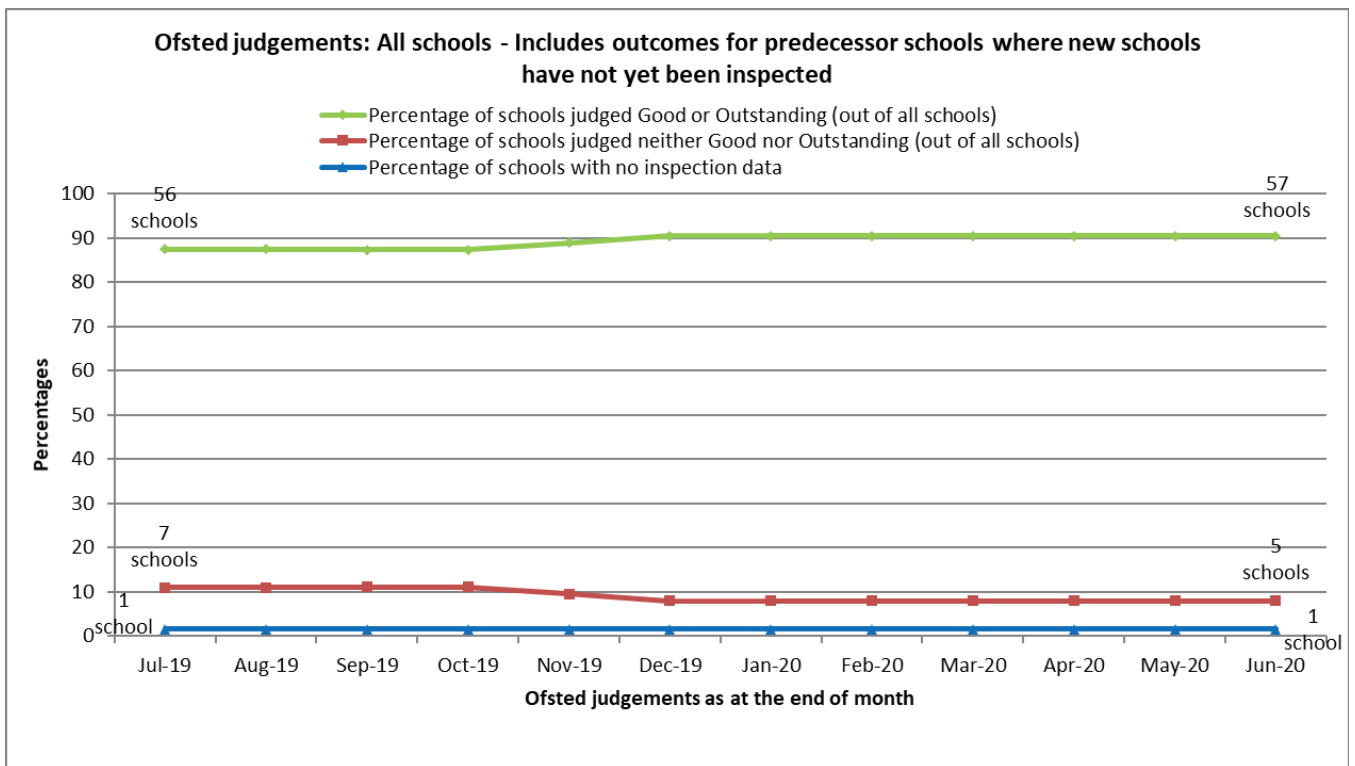
Appendix 1

Changes in Ofsted Judgements from the end of July 2019 to the end of June 2020.



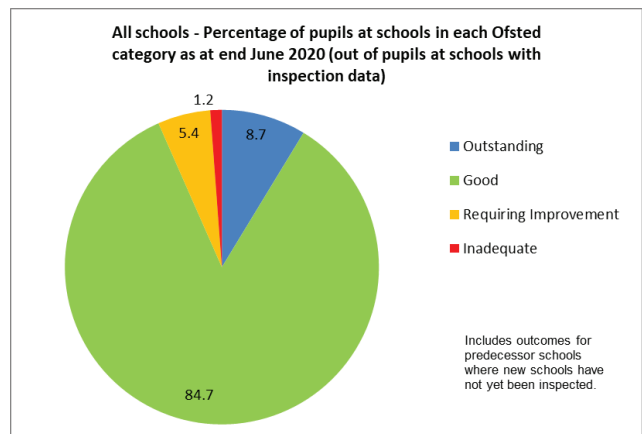
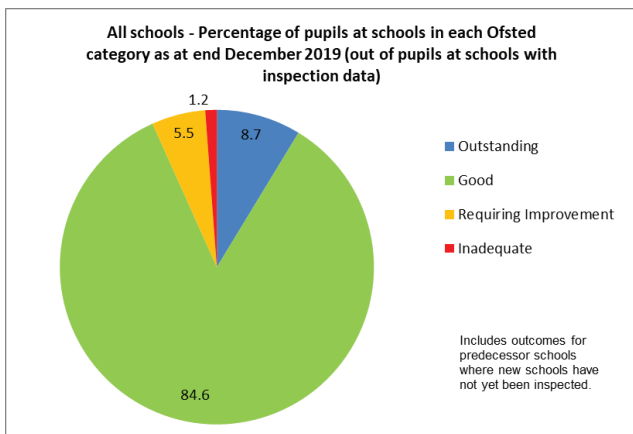
Percentage of pupils out of all pupils (including schools that have not been inspected yet).

Changes in Ofsted Judgements from the end of July 2019 to the end of June 2020.



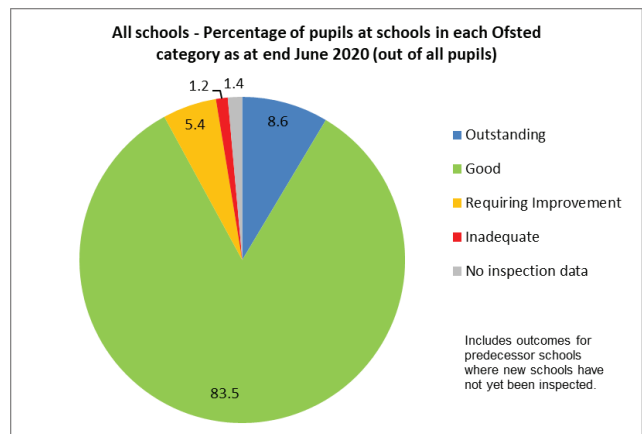
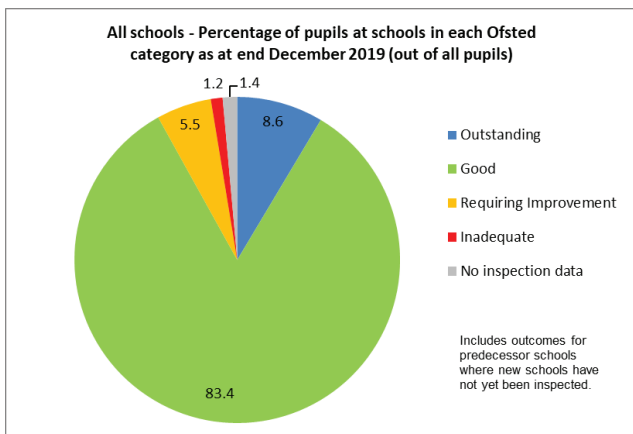
Percentage of schools out of all schools (including schools that have not been inspected yet).

Changes in Ofsted Judgements from the end of December 2019 to the end of June 2020.



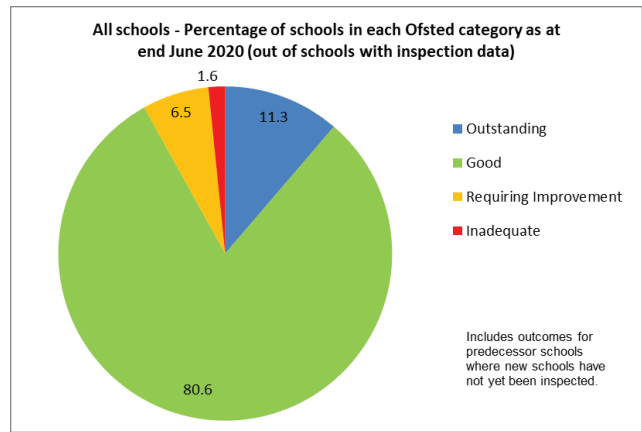
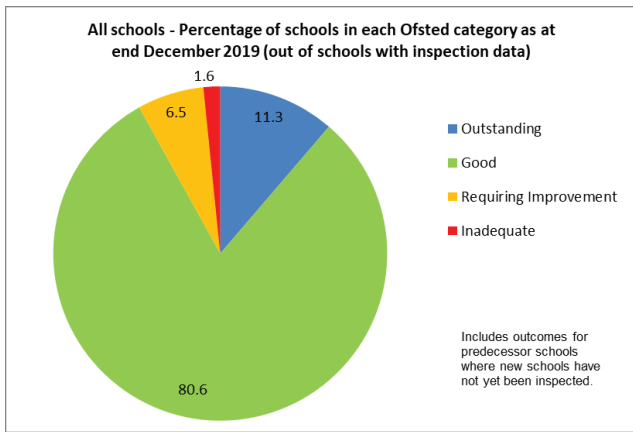
Percentage of pupils out of pupils at schools with inspection data only.

Changes in Ofsted Judgements from the end of December 2019 to the end of June 2020.



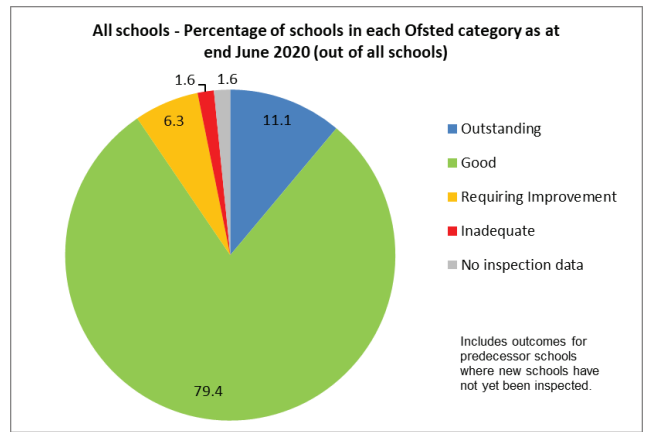
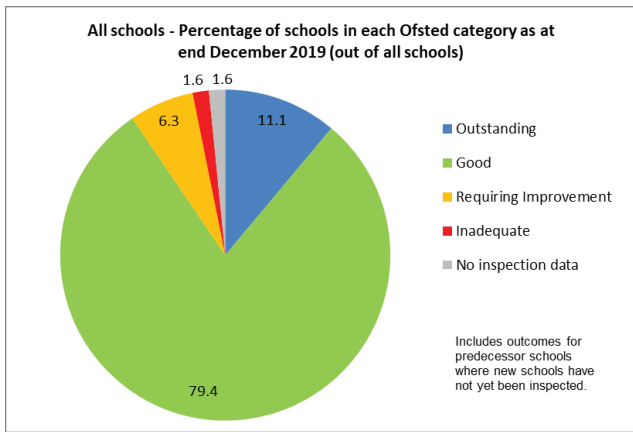
Percentage of pupils out of all pupils (including schools that have not yet been inspected).

Changes in Ofsted Judgements from the end of December 2019 to the end of June 2020.



Percentage of schools out of all schools with inspection data.

Changes in Ofsted Judgements from the end of December 2019 to the end of June 2020.



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

Agenda Item 5

Report to: Education Advisory Board

Subject: Returning to school - summary of local arrangements and next steps

Date of meeting: 15th July 2020

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

Report by: Mike Stoneman, Deputy Director, Education

1. Purpose of report

- 1.1 To update the Education Advisory Board on the actions that have been taken since schools closed to the majority of pupils on 23rd March 2020 to support children's learning and wider wellbeing during that period, and to lead and support the safest possible return of increasing numbers of pupils since 1st June 2020.

2. Recommendation

- 2.1 **It is recommended that members of the Education Advisory Board note the considerable work that has taken place across the city to:**
- **Support schools, children and their families in order that more children can return to school during the remainder of the 2019/20 academic year**
 - **Prepare plans for the return of all pupils to school from September 2020**

3. Background

- 3.1 Portsmouth schools have remained open to vulnerable children and children of key workers throughout the Covid-19 pandemic, including through normal school holiday and Bank Holiday periods. Between the end of March and the end of May 2020 the proportion of vulnerable and key worker children increased steadily, from just over 300 children per day to approximately 1,100 per day.
- 3.2 Since the beginning of June, with infant, junior and primary schools opening up to some children in Reception, Year 1 and Year 6, and with more demand for places for key worker children, pupil numbers have increased rapidly. From 15th June secondary schools have begun to provide some face to face support with pupils from Year 10, although no more than 25% of Year 10 children are allowed in to school at any one time. By the end of June approximately 5,500 children were in school each day - which represents 25% of the total school population.

- 3.3 Despite the increasing numbers of children returning to school, the fact is the majority of children in the city have not been in school and by the end of July will have spent over 4 months out of school.

4. Returning to school - summary of local arrangements

- 4.1 Following the closure of schools on 23rd March 2020 to the majority of pupils the council moved quickly to work with partners in the Portsmouth Education Partnership (PEP) to put in place arrangements to support children, families and schools during the period of the closure, and to plan for the wider re-opening of schools when it became safe to do so.
- 4.2 Some immediate actions were taken by the council which included the following:
- Dedicated pages on the PEP website which schools and partners could access to find helpful information and resources
 - Weekly meetings held with Headteachers: primary (x3 primary meetings - North, Central and South), secondary and special schools
 - Bi-weekly meetings with the CEOs of Multi Academy Trusts
 - Half termly meetings with LA maintained schools
 - Dedicated communications which included: a daily communication from Alison Jeffery to all Heads and MAT leads; the weekly PEP bulletin which consolidated the information from each week; and dedicated pages on the PCC website for local residents to access
 - System of tracking and monitoring vulnerable children and young people who were not at school and which included the set up of LA Link Co-ordinators for every school in the city
 - Revised arrangements for school meals for those schools that were part of the city-wide catering contract including the provision of cold lunches for those in school and provision of food parcels for those out of school and who were entitled to a free school meal (the national voucher scheme has now largely replaced the provision of food parcels)
- 4.3 A core return to school working group, chaired by the Deputy Director for Education, was established with representation from across the city, including all key phases of education from early years to post-16. The group was charged with having oversight of a return to school plan (Appendix 1). In addition, six workstreams were established to take forward and support specific areas of the plan. These were as follows:
- Infection control and health & safety - led by Helen Atkinson, Interim Director of Public Health
 - Safeguarding and a focus on vulnerable children and young people - led by Julia Katherine, Head of Inclusion
 - Emotional health and wellbeing - led by Sarah Christopher, PEP and Inclusion Manager

- Curriculum, home and digital learning - led by Alison Bradley (Ofsted secondee)
- Transition (nursery to reception, Year 2 to Year 3) - led by Ella Harbut, Specialist Advisory Teacher
- Transition (Year 6 to Year 7 and Year 11 to post 16) - led by Amanda Percy, Post-16 Commissioning Manager

4.4 The key element of each of these workstreams is set out in sections 5 to 9 of this report.

5. Infection control and health & safety

5.1 A main focus for the infection control and health & safety workstream has been to work with schools to ensure they have access to clear and up to date infection control and health and safety information, and to be able to give pragmatic advice on responding to issues as they have arisen. Advice has been provided on:

- Risk assessments prior to the wider re-opening of schools
- Use of face coverings and PPE
- The practical application of "bubbles" within schools
- The steps to be taken in the event of a suspected or confirmed case of coronavirus.

6. Safeguarding and a focus on vulnerable children and young people

6.1 This workstream has brought together a number of different areas of work to ensure that whether children and young people are attending school safeguarding and meeting the needs of the vulnerable children and young people remain a clear focus of the work across the city council and with school. Key strands of this work include:

- Recording and monitoring school attendance
- Tracking and monitoring of vulnerable children and young people who are vulnerable, supported by LA Link Co-ordinators for every school
- Support for school Designated Safeguarding Leads (DSLs) through action learning sets
- Completion of risk assessments for children with Special Educational Needs and Disabilities, including LA sign. Supporting schools to make adjustments in school or providing additional support for children who remain at home
- Respite provision for children with SEND who are unable to attend school and during the school holidays
- Planning for long term support for children with underlying medical conditions who may not be able to return to school

7. Emotional health and wellbeing

7.1 The existing Children's Emotional Health and Wellbeing Group has refocused its ongoing work to promote wellbeing and resilience in education to work with schools to support their responses to pupils, parents and staff. Key strands of this work include:

- Planning for positive mental health and wellbeing learning opportunities to support pupil's transition back into school
- Collating resources for schools to use with staff and pupils
- Launching the Mental Health Support Team interim offer
- Commissioning training, delivered via Zoom, support Trauma informed responses in school
- Commissioned additional support via the Inclusion Outreach Service for consultation and advice around Loss and Bereavement
- Promotion of supervision and access to consultation to school staff.

8. Curriculum, home and digital learning

8.1 The pandemic has demonstrated significant differences at both a whole school and a family level in the extent to which children have been able to use technology to access learning remotely. At a school level, whilst some schools, particularly secondary schools, were already making a significant amount of use digital technology to support home learning and learning in school, and were therefore able to move more teaching on-line relatively straightforwardly, a number of infant, junior and primary schools were making very limited use of the available technology. Similarly, there is a significant digital divide amongst households in Portsmouth, many of whom can only get on-line through a mobile phone shared between several children, and who may not have access to broadband

8.2 An important focus for this strand has therefore been to understand the range of current practice and learn from and share the many examples of good practice that exist. A baseline survey of home learning has recently been completed which demonstrates the variability across the city, but has also highlighted examples of good practice. The work is informing the development of a digital learning strategy for the city and the preparation of contingency plans for remote access to education which all schools will need to have in place by the end of September.

8.3 Other key strands include:

- Development of home learning principles 'protected learning'
- Drawing together research and current thinking on the application of digital technology
- Showcase successful home learning strategies and use of digital platform - linked to the development of a micro site for resources

- Review and refine the CPD offer to schools that can support home learning and digital learning
- Ensuring all children and young people have access to a device and a broadband connection

9. Transition

9.1 The restrictions on school opening means that the induction meetings and visits that would normally take place during the Summer Term prior to transition to Reception, Year 3, Year 6 or Year 12 have not been able to take place. A focus for the transition workstreams has been to co-ordinate and ensure parents have information about the different arrangements taking place across the City. Two workstreams have been established to focus on nursery to Year R / Year 2 - Year 3; and Year 6 to 7 / Year 11 to Year 12.

9.2 Key strands of the transition workstream focusing on Nursery to Year R and Year 2 to Year 3 have included:

- Publication of 2020 transfer record for EY practitioners
- Develop transition documents for practitioners to use as a toolkit
- Read with Me and 50 things to do before you're 5
- Develop citywide guide for parents to support transition
- Support schools to give year 2 and year 3 pupils some time in junior schools during the summer term

9.3 Key strands of the transition workstream focusing on Year 6 to Year 7 and Year 11 to Year 12 have included:

- Secondary schools to populate agreed transition spreadsheet
- Secondary schools to target vulnerable year 6 pupils with support from services
- Colleges to complete spreadsheet to confirm transition arrangements
- Development of Flying Start, a resource for Year 11 pupils to support their learning and transition to Post 16 provision
- Implement Year 11 intervention programme at The Harbour School using additional AP funding
- Implement Youth NEET Intervention Programme
- Develop post-16 progression campaign

10. Next steps and refresh of the Portsmouth Education Strategy

10.1 The government has announced their intention that they wish to see all pupils back in school full time from September, and detailed guidance on this was published on 3rd July 2020. Over the remainder of this term the council will continue to work with schools, multi academy trusts and partners to follow this guidance to secure the further reopening of schools in the safest possible way. This will include specific support for LA maintained schools in

order to sign off updated risk assessments, plans for September and contingency plans or access to remote education.

10.2 Work will be completed during the summer on a refreshed education strategy for 2020/21. Key priorities will include:

- Development and implementation of a digital learning strategy for the city
- Teacher recruitment and retention
- Improving pupil outcomes in reading/literacy, including improving early language development
- Improving outcomes for vulnerable learners and pupils with SEN, especially those on SEN support
- Improving teaching and learning in the wider curriculum, with a focus on leadership
- Publication of an agreed strategy for securing sufficient SEND / AP school places

Appendix 1: Covid-19: Plan for re-opening schools in Portsmouth to a wider group of pupils

This plan sets out a city wide plan to support the phased re-opening of schools in Portsmouth to a wider group of pupils. It is not meant to replace or duplicate individual school or academy trust plans but provides a framework and set of actions to take forward city wide plans which will provide consistency across the city and give parents & carers, pupils, school staff and the wider community more clarity and confidence about the phases of re-opening and the rationale for the way schools will be operating now and into the future.

A core working group with representation from across the city, including all key phases of education from early years to post-16, has oversight of the plan. A number of workstreams have been established to take forward and support specific areas of the plan.

Three phases

We now know that the extended opening of schools is taking place in three main phases:

1. During phase 1 schools have been open to provide education and care for the children of key workers and vulnerable children only. In Phase 1a this provision was only for children who could not remain safely at home. Recently we have moved into Phase 1b, where all children in these groups have been encouraged to attend school.
2. Phase 2, which will begin no earlier than 1 June 2020 when more children will begin to return to schools. The first part of this will see the return of children in early years, Year R, Year 1, Year 6 and Year 10.
3. Phase 3, the final stage, will see the return of all pupils working with additional safeguards in place until the Covid-19 risk has been eliminated. Phase 3 will commence from Sept 2020 following the issuing of government guidance to ensure all pupils return to school at the beginning of the autumn term.

Principles

The following principles underpin the plan:

- Open and clear communications to all stakeholders, particularly parents and carers, is essential to the successful and smooth re-opening of schools to a wider group of pupils
- The health and safety and the emotional health and wellbeing of pupils and school staff is a priority, and this must be a focus of all decisions that are made
- The offer to the most vulnerable pupils is at the heart of the school offer as they are the most likely to have fallen behind in their learning
- Transition will need to be prioritised to support pupils moving

The following workstreams have been identified:

- Infection control and health and safety
- Safeguarding and a focus on vulnerable children and young people
- Emotional health and wellbeing
- Curriculum, home and digital learning
- Transition
 - primary (nursery to reception and Year 2 to Year 3)
 - secondary (primary to secondary and Year 11 to post 16)

Each of these areas will have a small group of colleagues from across the Portsmouth Education Partnership working on the development and delivery of plans in these areas. Two additional areas, **home to school transport and communications**, will have their own workstreams but will not have a discrete working group.

As well as considering the specific actions needed in their area the workstreams will also take into account as part of their work:

- What proposed actions will mean for staff workload
- Any training and development implications for staff
- How what is proposed would support vulnerable children, including those who may be unable to attend school for an extended period because they are shielding or live with someone who is shielding.

Infection control and health and safety

Workstream: Infection control - led by Helen Atkinson, Interim Director of Public Health, PCC

	Areas	Proposed actions	Lead	National guidance
1.	Application of social distancing measures in schools taking into account size of schools, care needs of pupils, management of the school day - to include: staggered starts and finishes, different break and lunchtimes, pupils staying in one room and teachers moving between them, distance markers, providing pupils with individual sets of resources, expectations of staff and pupils	Clear guidelines for schools based on national advice and including agreed Portsmouth approaches where we are agreeing to take a common approach to areas left to Headteacher discretion.	Infection control workstream - Helen Atkinson	https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings
2.	Personal Protection Equipment (PPE) requirements to ensure staff safety	Support with sourcing of PPE To provide all schools across the city with a basic package of PPE including masks, gloves, aprons plus soap and hand sanitizer - to be distributed before 1 st June To provide ongoing support and replenishment of supplies as required	Kelly Nash	See above - PPE not generally recommended except where looking after a child who is symptomatic or whose care needs determine that some PPE is required
3.	Cleaning regimes in schools, health and safety checks	Refer schools to national guidance and seek answers to any areas that are unclear	Andy Kill	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
4.	Covid-19 testing for staff and pupils	Clear guidance and access to local services	Helen Atkinson	
5.	Communicate infection control measures - parents & carers, staff, visitors to schools	Holding statement to be issued by the council to support school plans Draft communications strategy to be completed asap. Possible key messages: - Schools are already open and operating safely. - More children will be asked to return to school as it is safe for them to be there.	Communications workstream	

		- This is what you need to do.... Communications with parents & carers - to manage expectations and provide clear rationale for how schools will operate to ensure there is good infection control Checklists for schools		
6.	Site and facilities considerations: cleaning, catering arrangements, visitors, third party contractors	Decision on approach to school meals - continue with grab and go to facilitate distancing? Checklist/ guidance on any other aspects not covered by government guidelines.		
7.	Staffing implications: when it safe for school staff to return; staff pupil ratios; minimum complement of staffing required, etc	For LA maintained schools provide guidance consistent with council approach for who should and should not be in school and what steps to take where a member of staff is reluctant to return	Karen Everitt	

Safeguarding / vulnerable children and young people

Workstream: safeguarding and vulnerable children & young people - led by Julia Katherine, Head of Inclusion, PCC

	Areas	Proposed actions	Lead	National guidance
1.	Recording and monitoring school attendance	Continue with current system of recording for Phase 1 Introduce changes as we move into Phase 2 Introduce the new System in line with government guidance as we move into phase 2	Neil Stevenson	https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings
2.	Tracking and monitoring of vulnerable children and young people and support for families who are vulnerable	Continue with current system in Portsmouth for the remainder of this term Review arrangements for 2020/21	Lucy Rylatt	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-

				covid-19-guidance-on-vulnerable-children-and-young-people
3.	Safeguarding practice during Phase 1 and Phase 2	PSCP to invite DSLs into online Learning Sets (groups of approx. 8 schools) to share and develop safeguarding practice. Will also provide opportunities for DSLs to receive group based support	Portsmouth Safeguarding Children Partnership (Lucy Rylatt and Sam Nesbit)	
4.	Pupils with special educational needs and disabilities (SEND)	Continue to update risk assessments for those children and young people who have an EHCP	Karen Spencer	https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance
5.	Looked after children			
6.	Supporting children who are experiencing SEMH difficulties			

Emotional health and wellbeing

Workstream: existing Children's Emotional Health and Wellbeing sub group of the PEP Inclusion Group - led by Sarah Christopher

	Areas	Proposed actions	Lead	Timescales	National guidance
1.	Planning for positive mental health and wellbeing learning opportunities to support pupil's transition back into school	Share good practice across the city Use of ELSA Networks	Sarah Christopher Caitriona Scully		https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

	Plan opportunities for pupils to share their thoughts and feelings with members of the school community	<p>PSHE and cross curricular Resources</p> <p>Share self-care and self-help resources</p> <p>Louise Bomber workshops - 2 more workshops - they will be prerecorded - there will be breakout rooms to have a discussion</p> <p>Adapt the Return to School Wellbeing resource from Medway to launch it to schools in September</p>	<p>Chantelle Knight</p> <p>Sarah Christopher</p> <p>Sarah Christopher</p> <p>Sarah Christopher</p>		https://www.gov.uk/guidance/teaching-about-mental-wellbeing?utm_source=a24f55fb-ba55-4e69-be69-104e8479e9de&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate
2.	<p>Support for individual pupils including:</p> <ul style="list-style-type: none"> • Those facing attachment difficulties or increased anxiety after lockdown • Young carers <p>BAME children and young people</p>	<p>Consultation via Mental Health Support Teams and CAMHS SPA</p> <p>Share resources produced by The Harbour School.</p> <p>Commission and publicise webinars by Louise Bomber Cascade learning from these webinars</p> <p>Promote current offer from Mental Health Services</p>	<p>Caitriona Scully</p> <p>Esther McGhee</p>	June 20	https://www.portsmoutheducationpartnership.co.uk/wp-content/uploads/2020/06/CYP-MH-Covid-Update-May-20.-Final.pdf

3.	Bereavement support	<p>Share existing support through Loss and Bereavement Champions and network</p> <p>Training and support for additional loss and bereavement champions</p> <p>Signposting to sources of specialist support</p>	Lucy Lynch	<p>June 20</p> <p>September 20</p> <p>Ongoing</p>	
4.	Support systems in place for school staff to support their mental health and wellbeing	<p>Promote self-care resources</p> <p>Promote and encourage access to supervision and consultation</p> <p>Encourage all schools to sign up to Portsmouth Employee Assistance Programme or similar alternatives.</p>	Michael Roberts	<p>June 20</p> <p>July 20</p>	
5.	Supporting children who cannot come into school - due to illness or live with someone who is vulnerable	<p>Ensure support is provided to this group, who may miss several months of school.</p> <p>Plan for reintegration into school when safe for them to return.</p>	Catherine Walker		

	Areas	Proposed actions	Lead	Timescale	National guidance
1.	<p>Home learning Improve access by</p> <ul style="list-style-type: none"> preparing for the scenario of continued home learning for some pupils alongside a phased return to school for others future proofing for the likelihood of an extended period of blended learning and possible further lockdown promoting the use of digital technology considering non-digital resources and activities to support home learning in its broadest sense 	<p>Draw up set of home learning principles to <i>protect learning</i> for all pupils during summer 2020 and beyond.</p> <p>Draw together research and current thinking on how digital technology can complement and enhance the curriculum and pedagogy to inform schools' practice - produce key principles for effective remote learning.</p> <p>Establish baseline (June 2020) of schools' home/blended learning offer and use of digital technology (extent, platform and use of online resources).</p> <p>Showcase successful home learning strategies and use of digital platforms - possibly underpinning future training.</p>	<p>Head of School Improvement/ Alison Bradley</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p>	<p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2020</p> <p>As part of baseline Summer 2020; survey parents</p>	

		<p>Identify activities that schools have done/ encouraged at home that have been really beneficial - survey parents?</p> <p>Develop a 'digital library' for city to share <i>recommended</i> remote learning resources (linked to phases / year groups).</p>	TSA/subject networks	September 2020	
2.	Mitigating against learning loss during lockdown and phased wider reopening (to sit alongside work of the Emotional health and well-being group)	Review and refine existing CPD offer to focus on identifying and addressing gaps in pupils' learning, and in particular for groups such as disadvantaged pupils who are particularly vulnerable to learning loss.	TSA/Head of School Improvement	Start Summer 2020	
3.	Support for Early Career teachers with particular focus on next year's NQTs and RQTs (this year's ITT and NQTs) for whom support has been cut short this year - covering their own loss of learning and that of pupils following long periods of absence from school.	<p>Enhanced NQT and RQT programmes provided during 2020/21</p> <ul style="list-style-type: none"> • Additional mentoring? • Extra sessions as a (virtual) group? 	TSA	Start Autumn 2020	

4.	<p>Upskilling parents and pupils Advice and support for home/blended learning (digital and non-digital) in short and longer term</p>	<p>Developing material for parents on how to support children's learning in a way that doesn't add to pressure - survey parents once contact resumes?</p> <p>To take account of those who need extra support (e.g. EAL, those with low levels of basic skills) and those who are hard to engage.</p> <p>Parental and pupil agreements?</p> <p>Must take account of/educate re: potential safeguarding issues.</p>	Head of School Improvement	Start Autumn 2020	<p>Primary: https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19</p> <p>Secondary: https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19</p>
5.	<p>Exploiting the potential of digital learning Supporting schools to develop a digital strategy to improve learning in school and at home</p>	<p>Re-establish working group of HTs to research access/platforms (including 'deals') and to agree key principles for a digital strategy.</p> <p>Host event or series of workshops for HTs to promote digital learning.</p> <p>Establish teacher digital learning</p>	<p>Mike Stoneman/Natalie Shepherd (TSAT)</p> <p>Ditto</p> <p>Natalie Shepherd (TSAT)</p>	<p>Summer 2020</p> <p>To start by end of summer term</p> <p>Ditto</p>	

		<p>research group - piggy-backing on work at TPA and with Bohunt Trust.</p> <p>Ensure CPD offer for schools on high-quality remote learning (and incorporating safeguarding).</p>			
6.	<p>Digital learning access</p> <p>Ensuring all pupils have access to devices /internet</p>	<p>Distribution of Government-funded devices to children with a social worker and disadvantaged Year 10s in 2nd half of summer term</p> <p>To consider wider access and future capital bid to the council as part of a digital learning strategy</p>	<p>PCC (Y10s in maintained schools and children with social workers).</p> <p>MATs (Year 10s)</p> <p>Mike Stoneman/Chris Williams drawing on work with Natalie Shepherd (TSAT) in area 5.</p>	<p>Summer 2020</p> <p>Summer 2020</p> <p>To start Summer 2020 to prepare for bid Autumn 2020.</p>	

Transition - primary (Nursery to Year R and Year 2 to Year 3)

Transition primary - led by Ella Harbut and Mindy Butler

	Areas	Proposed actions	Lead	National guidance
1.	Nursery to Year R - support for practitioners and teachers	<p>Publication of 2020 Transfer Record for EY practitioners to complete and send to schools available https://www.portsmouth.gov.uk/ext/schools-learning-and-childcare/early-years-and-childcare/early-years-support-services</p> <p>Create an extended parental contribution document for parents to share information with schools regarding how their child learns (characteristics of effective learning), skills developed, social and emotional needs etc</p> <p>Develop Transition Document for practitioners to use as a toolkit. Includes links to projects (Read with Me and 50 things to do before you're 5), documents (Transfer Record, SEND toolkit for transition) practical ideas to support transition</p>	Ella Harbut	
2.	Nursery to Year R - support for parents where anxiety	Develop citywide guide for parents - 5 good reasons		

	over school start might impact on attendance or take up of places	your child should start school		
3.	Year 2 to Year 3	<p>Consider year 2 to 3 having some time in Junior school in the summer term. KW/Vulnerable groups visiting Jr sites.</p> <p>Virtual calls, meetings, replicate some of N-Yr R transition ideas</p> <p>Data transfer between schools (SEND, pastoral information) taking place now</p> <p>Opportunities for Yr 2 children to reflect on what they have learnt, their Yr 2 career and to have contact and support (virtual meetings with groups/class) with Yr 2 teachers to facilitate closure before moving to Jr.</p>		

Transition - secondary (primary to secondary and Year 11 to post 16) Transition secondary - led by Amanda Percy

3.	Year 6 to Year 7	Secondary schools to populate agreed transition spreadsheet with activities, resources and lead contacts for	Secondary Heads	Complete
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		<p>transition. Completed document to be shared with all Primary Schools.</p> <p>Consider visits to secondary schools for vulnerable pupils during final days of summer term if this can be done safely. They would not return to primary bubble.</p> <p>Where possible primary schools teaching in transition bubbles linked to secondary schools.</p> <p>Message that all schools are planning for transition with key information for parents to go on PCC website.</p> <p>Share useful resources for transition. EPs/Vision and Hearing team can support schools on an individual basis with resources/support.</p>	<p>Secondary Heads</p> <p>Primary Schools</p> <p>Amanda Percy/Sarah Christopher</p> <p>All</p>	<p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2020</p> <p>Summer 2020</p>
4.	Year 11 to Year 12	<p>Colleges are working on transition/enrolment activities. All colleges in travel to learn area will complete spreadsheet confirming arrangements. This will be shared with secondary schools and professionals working with year 11</p> <p>Work with providers to make arrangement for transition/enrolment for vulnerable students. This will include ensure appropriate use of AP transition funding.</p>	<p>Amanda Percy Colleges</p> <p>Post-16 Providers Harbour School Amanda Percy</p>	<p>30th June 2020</p> <p>Summer 2020</p>

		Continued development of Flying Start and inclusion of subject specific information and resources	Amanda Percy	Ongoing
		Careers and Progression Team working with secondary schools to identify and support young people who are risk of NEET/	Amanda Percy	Ongoing
		Look at options for sharing results with post-16 providers to support enrolment	Secondary Heads	August 2020
		Develop Post-16 Progression Campaign for young people/parents	Amanda Percy	August 2020

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Agenda Item 6

Report to: Education Advisory Board

Subject: School Improvement Summary

Date of meeting: 15th July 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 and update on actions and intended impact for 2019-20; and in Appendices 1-3 a summary of the work of the Head of School Improvement and plans for 2021-21.

2. Recommendation

- 2.1 It is recommended that members of the Education Advisory Board note the improvements in 2019-20 (and the impact Covid-19 / school closures had had on school improvement plans); the work of the Head of School Improvement since March 2020; and plans for 2020-21.**

3. School Improvement report

- 3.1 With the closure of schools since 20th March, and the previous report to the board being on 4th February 2020, it should be noted that almost all the planned activity below has not been completed and impact has therefore been limited and / or has not able to be measured. A list of work completed by the Head of School Improvement since March 2020 is included at 5.1 and a summary of achievements to date and plans for 2020-21 is given at 5.2
- 3.2 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.

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.

3.5 Update on Early Years actions

- Moderation - obviously this has been affected by Covid-19, but the council did conduct the spring term visits. All with successful outcomes, judgements agreed against developmental stages for children who were moderated. As a result of the visits, one school requested further EYFS support, which was due to be delivered later in the spring term. This school will be supported in autumn by an EYAT and they have engaged well with our virtual meetings. The intention is to moderate the schools who missed out in the summer term, in the next academic year, along with the final cycle of schools. This is unless the school has opted to be an Early Adopter for the revised EYFS and profile.
- The training/conference has not been able to take place due to lockdown.
- Autumn briefing for heads and EYFS leads took place. Very positive feedback from schools. Focus was on C&L and also the role of the adult. We were able to share key messages about moderation and assessment, encourage schools to participate in and contribute to the consultation on the revised EYFS. Unfortunately, the spring session with external consultant Kym Scott had to be postponed due to lockdown.
- Supporting transition into Yr R and Yr 1. The council has continued with support for EYFS leads through virtual meetings, creating and sharing

transition tools (parental contributions, practical ideas to support transition virtually)

- Working with the TSA to provide CPD for Yr 1 teachers on the EYFS, observational assessment, gaps in learning.
- Launch of our 50 things to do before you're 5 in Portsmouth. This is a project to get families engaged in the community, accessing outdoor spaces and with a clear focus on developing C&L skills.
- 'Read with Me project' has been launched in conjunction with the school library service, with 10 schools taking part alongside their feeder EY settings. Aim of the project is to promote access to books, foster a love of reading and develop C&L and literacy skills.

3.6 Other actions

PCC put in a bid to support early language development focussing on using the community to support parents and carers to develop a language rich environment. Disappointingly the bid was unsuccessful. On a more positive note, Portsmouth Teaching School Alliance has begun a research project with schools based on the latest evidence from the Education Endowment Foundation about developing effective reading strategies in all KS. We currently have 23 schools 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 PCC (Jo Peach) and Sarah Hilditch (Teaching School). The work with MATs on this has been limited; UniCat have 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.

This project was halted in March due to Covid-19. Attendance was high at these events and all schools had developed a research project with support from an SLE which was focussed on improving outcomes in reading in these schools. Projects were all on track but had to be halted. There are no other external measures such as an evaluation of the project or SATs to indicate other success measures.

The Teaching School are 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
Only projects which were completed by the middle of March were successful. Attendance was good.

3.7 Intended impact

- A smaller percentage of pupils will arrive at school with weak speech, communication and language difficulties.
Due to C-19 it has not been possible to complete this work or measure impact.

- Results in reading at all KS will improve so that gaps to national (where currently below) close, especially at KS2 and KS4.
Due to C-19 it has not been possible to complete this work or measure impact.

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

3.8 Rationale

One of our aims is to ensure we are an inclusive city. Currently (data from July 2019) show the following (note it is recommended that the data below should remain as the baseline for Sept 2020 due to not having an update to outcomes in 2020 as a result of the pandemic):

- 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.

3.9 Actions

- The PCC SEN team have revised the Portsmouth Profile of Need to provide increased clarity to setting and to develop greater consistency in identification.
- 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.
- 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.
- Through the Portsmouth Education Partnership we secured funding through the Strategic School Improvement Fund (SSIF) 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.
- 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.
- 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.

3.10 Intended impact 2020

Intended impact: 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.

3.11 Outcomes and actions taken:

- There have only been two published OSFTED Inspection reports, both of these show that children with SEN have their needs well met in those schools
- The Inclusion Outreach Service has been responsive and feedback from schools has been positive. A full evaluation of the first year of the revised offer will be available in the autumn.

- Six schools have already submitted their completed PIE QM, others will be submitting in the coming months (delayed by COVID). These have been awarded a "statement of recognition" of their commitment to inclusion
- During the pandemic, schools have been prioritising places for children with EHCPs, alongside vulnerable children and children of keyworkers. We have had 100% of risk assessments completed from our schools, with many of those children now returning to school. In September we will be refocusing these as "Welcome Back Plans". The aim is that all children with SEN (other than those where medical advice goes against this) return to school as soon as possible and schools will be supported to work with families to ensure that they are safe and feel safe to return.
- Respite provision has been commissioned for children with SEND (with or without an EHCP) who are not attending school, this will continue through the summer and will focus on the social skills that children will need to return to school.
- SENCo network has continued remotely and an additional meeting has taken place in order to focus on additional support for transition.
- The current SEND strategy runs until 2022. The SEN team are currently reviewing this and any actions that need to be added or amended in the light of COVID and to support "recovery".

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

3.12 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.

3.13 Update on actions

- a) The Teaching School has run Curriculum Planning sessions since 2019. Approximately 7 schools took part.
There was a follow up to this in July 2020 to start planning for a post C-19 curriculum from Sept 2020. This was attended by 56 participants.
- 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'.
Due to C-19 it has not been possible to complete this work or measure impact.

- 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.

Work on this has continued although it has been slowed. So far 3 schools have attended further training sessions and at least one (Mayfield) is definitely taking up this offer and will be using the Ark curriculum materials with Years 1 and 5 and has attended training and will continue to do so in 2020-21. Materials will be available to be used remotely by pupils as well as in school.

3.14 Update on intended impact 2020

- Curricula in schools will be broad and balanced, meeting the needs of all pupils and addressing any gaps.
Due to C-19 it has not been possible to complete this work or measure impact.
- 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.
In the two inspections published since February 2020, Ofsted noted that the curriculum was good and teaching was effective.
- Results across the full range of subjects will improve.
Due to C-19 it has not been possible to complete this work or measure impact.

Appendix 1: Summary of work undertaken by the Head of School Improvement since the last meeting of the Education Advisory Board on 4th Feb, taking into account work undertaken following the closure of schools in March 2020 to all pupils except for the children of key workers and vulnerable learners

Support for individual schools

Support for Corpus Christi (as detailed separately). This has been a major piece of work.

Support for governance at St Paul's, Corpus Christi, Manor Infants, Copnor, Milton Park.

Support with school improvement plans for Milton Park and St Pauls.

Support for Mayfield with curriculum and new primary leads.

External SIP support for Portsdown, St Jude's, Bramble, Mayfield primary and secondary

Support with HT appointments at Copnor, Corpus Christi, St Paul's, Cumberland and Southsea

Review of reading at Copnor, St George's and St Pauls

Support with middle leadership for Craneswater

Support for new Headteachers, including finding mentors for Corpus Christi, St Paul's, Mayfield, Manor Infants

Other School Improvement work

Covid-19 planning and support especially with the *curriculum, home and digital learning working group* (see separate report).

Baseline survey of *home learning* conducted and report produced (attached as appendix).

Support for moderation

Work with regional/inter LA moderation group and plans for moderation SLA 2019-21

Curriculum planning support 2019-21 and

Support for School Improvement Board

Delivery of CPD on reading, disadvantaged pupils and curriculum

Work with Solent Maths Hub on strategy for 2019-21

Liaison with Pompey Pirates regarding literacy support.

Work with Connecting Forces group

Oversight of subject networks, especially MFL

Line management

Music, EMAS and SACRE.

Liaison with EYFS team

Work with other school improvement partners

Work with local and regional Teaching Schools to plan CPD and the new Teaching school hub model

Data

Work with data team on assessment arrangements for 2019-21

Improving outcomes for pupils with SEN/D in mainstream

Inclusion centre review updates

Improving outcomes for disadvantaged pupils

Planning for 2020-21 programme Excellence for Everyone

Improving outcomes in reading

Work on Language Gap with Blackpool and Hastings

Work with Regional Research School on developing reading and digital learning

PCC/LA work

Appointment, succession planning and handover meetings with new Head of School Improvement, Debbie Anderson.

Budget management

Business planning for 2020-21 (see table below for priorities for 2020-21)

Weekly Education Managers, HT and MAT meetings

Other meetings such as EAB, EDMT, all staff briefings, LA maintained schools, Primary Academy meetings

Appendix 2: summary of achievements in 2019-20

Key Achievements for 2019/2020
<ul style="list-style-type: none">• Ofsted grades improved - 92% of schools in Portsmouth now graded good or better. LA schools: Outstanding -2, Good - 19, Requires Improvement - 1, Inadequate -1 (no schools not yet inspected). This is a significant improvement over 4 years.• All LA schools due an inspection have had a targeted visit and all schools say they felt well prepared.• All LA schools with Ofsted visits have also had LA support during the inspection and discussions with the Lead inspector.• All LA schools which have had an inspections have had post inspection support which has helped them to improve still further.• Analysed data and developed list of priority schools in discussion with data team.• Data briefings disseminated widely and contribute to decisions on CPD/Support.• Targeted support for 8 priority 1 and 2 LA schools, 11 Priority 3 LA schools and Ark Dickens - all supported schools improved in identified areas.• External support and/or School Improvement partner appointed for all priority schools. All priority schools have had school improvement plans scrutinised and support brokered.• Set up external review and/or collate findings from schools' own QA reviews. Has led to highly targeted support and CPD.• Reading programme and CPD to support research based approaches to teaching reading initiated with 37 participants and 23 schools). Initial evaluations show high level of engagement and high satisfaction ratings (work not completed due to C19). The theme of developing literacy will continue in 2020-21.• Work on reducing the Language Gap with Blackpool and Hastings opportunity area has informed local practice.• Set up local literacy catch up programme ready for 2020-21 which will involve 60 pupils from Y6-7 in 2020-21.• SEN programme of CPD for mainstream schools run in conjunction with Portsmouth TSA (follow on from SSIF bid in 2018-9) has improved middle leadership of SENCOs.

- Inclusion centre reviews completed for all except 2 schools. Findings and data show that further work is needed to support SEN in mainstream.
- Excellence for All programme in place for 9 participants to support progress of disadvantaged pupils. All evaluations show very high satisfaction rating and all schools involved have produced a plan to improve outcomes for disadvantaged pupils. Not completed due to C19 so this programme will continue in 2020-21.
- Subject networks re-purposed to provide support for middle leaders to develop subject knowledge and high quality curriculum planning.
- Support for governance and bespoke support at 4 schools. Very high ratings on evaluations.
- NPQ Leadership programme extensively taken up and will continue into 2020-21.
- Support with appointment of new Heads at 5 schools. All have been successful.
- Support for new Heads by allocating carefully selected mentors has been very effective. Heads say they felt very supported.
- Work with local and regional Teaching Schools to ensure sustainability of future school-to-school support has been effective.
- Bid to support Milton Park through S2SS programme successful and work had already had a big impact in improved outcomes.
- Music hub excellent outcomes and SLA increased for 2020-21.
- EMAS excellent outcomes and SLA increased for 2020-21.
- SACRE - excellent outcomes and provision planned for 2020-21.
- EYFS - excellent engagement, outcomes affected by school closures. Work will continue in 2020-21.
- Moderation - excellent engagement, full moderation plan and list of schools completed but moderation affected by school closures. All moderators passed standardisation. Very high satisfaction ratings from post-training survey.
- Covid-19 planning highly effective and overall curriculum, home/remote and digital learning workstream with very good participation from schools.
- Baseline for remote learning carried out with 63 providers covering all phases and types of school/college and action plan for digital strategy put in place.
- Workshops showcasing effective digital platforms and software well attended. These will continue into 2020-21
- Digital strategy group set up and plans well advanced for driving this forward in 2020-21.
- Planning for curriculum recovery begun with Portsmouth TSA and work with Maths hub on maths. Will continue in 2020-21.
- Curriculum planning resources collated and sent to schools.
- Communications strategy with schools on getting pupils back and allaying parents' worries and fear initiated.
- (No results for any Key Stage in 2020 due to Covid-19)

Appendix 3: summary of school Improvement business plan and priorities for 2020-21

No.	Improvement Priority
1	• Develop a remote/blended learning strategy for all LA maintained schools
2	• Improve outcomes for SEN/D, disadvantaged in LA maintained schools
3	• Improve communication and literacy outcomes in LA maintained schools
4	• Improve the quality of leadership in LA maintained schools with a focus on the middle leadership of subjects
5	• Ensure delivery and assure quality of Religious Education
6	• Ensure effective delivery of moderation at KS1 and KS2
7	• Support the Portsmouth Education Partnership by ensuring high quality provision for LA maintained schools
8	• Continue to develop the Music and EMAS services
9	• Continue to develop Early Years Service and integrate into Education Service

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