
NOTICE OF MEETING

EDUCATION ADVISORY BOARD

MONDAY, 18 JULY 2022 AT 4.00 PM

VIRTUAL REMOTE MEETING

Telephone enquiries to Anna Martyn Tel 023 9283 4870

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Membership

Councillor Suzy Horton (Chair)

Councillor Ryan Brent
Councillor Tom Coles

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 previous meeting held on 21 March 2022** (Pages 3 - 6)
- 4 **Support and challenge to LA maintained schools** (Pages 7 - 10)
- 5 **Response to Covid 19** (Pages 11 - 20)
- 6 **Ofsted school inspections update** (Pages 21 - 24)

7 Update on Priority Education Investment Areas

Verbal update

8 KS1 and KS2 results summary

Verbal update

EDUCATION ADVISORY BOARD

RECORD OF DECISIONS of the meeting of the Education Advisory Board held on Monday, 21 March 2022 at 10.00 am at the Guildhall, Portsmouth

Present

Councillor Suzy Horton (in the Chair)

Sarah Daly, Director of Children, Families & Education
Mike Stoneman, Deputy Director, Education
Debbie Anderson, Head of School Improvement and Early Years

Rob Sanders, Deputy Director of Anglican Diocese of Portsmouth

1. Apologies for absence

Apologies for absence were received from Councillors Ryan Brent, Terry Norton and Jeanette Smith, and from Frances Soul (Chair of Portsmouth Education Partnership).

2. Declarations of interests

Councillor Horton declared a personal, non-prejudicial interest as she is Vice-Chair of the governing body at Craneswater Junior School.

Debbie Anderson declared an interest as she sometimes works as an Ofsted inspector.

3. Minutes of previous meeting - 1 November 2021

RESOLVED that the minutes of the meeting held on 1 November 2021 be confirmed and signed by the chair as a correct record.

4. Ofsted school inspections summer and autumn terms 2021

Debbie Anderson, Head of School Improvement and Early Years, introduced the report. Since it had been written there has been one Section 8 inspection this term at Cliffdale School which continues to be Outstanding. Over 90% of children in Portsmouth are attending Good or Outstanding schools, which is a positive picture in view of the disruption caused by Covid.

Officers confirmed that the UTC's previous judgement of Inadequate was due to safeguarding not being effective. The UTC, with support from the Council, has done a considerable amount of work to address the issues. The UTC is now judged to be Outstanding following the most recent inspection and safeguarding is effective.

Ofsted are due to re-visit Mayfield School within the next 18 months. The school is vulnerable as the headteacher, David Jeapes, is leaving at the end of the summer. Recruitment is taking place for a new headteacher; although this creates vulnerability it is also a new opportunity for the school. Education will be monitoring and supporting the school closely.

Councillor Horton said it was very heartening all schools inspected over the last year were still maintaining their Good and Outstanding judgements.

5. Support and challenge for LA maintained schools

Debbie Anderson, Head of School Improvement and Early Years, introduced the report and outlined highlights from recent work.

As Ms Anderson is an Ofsted inspector she could advise in training sessions about new methods of electronic evidence gathering. The preparation for Ofsted session on the Top-Level View Conversation (the initial telephone call between the headteacher and lead inspector) was successful; a follow-up evaluation was positive. Training on Ofsted's "Early Reading Deep Dive" is crucial as if early reading is not good, then the quality of education is not good and likewise the quality of leadership. The training was delivered to senior leaders and English leaders who then cascade it to other staff. Schools are more prepared for inspection than they were in January and Ms Anderson constantly gets phone calls requesting training.

There was a peer review in the autumn term and since then Ms Anderson had led a third peer review. The process involves teasing out what schools are looking into and what they want to reflect on; it is not a judgement. A review is taking place in a school today. Some reviews were postponed because of staff absence and Covid. Many schools say staff and children are not used to seeing other people in classrooms. Having dedicated time for an objective view is powerful.

Eighteen primary schools are participating in the Destination Reader programme. At the moment evidence of its effectiveness is anecdotal but evidence will be more data led next year. Education would like Year 2 and Year 3 to benefit from the book project and potentially want to narrow it down to see if a transition unit of work like the one for Year 6 can be used for the transition from Year 2 to Year 3.

Schools are choosing their own Systematic Synthetic Phonics (SSP) programmes. As SSPs are a massive investment of training and resources Education's information overview of them is useful. Once chosen, implementation needs to be checked as the way they are delivered and implemented is what makes a difference.

The Senior Leadership Team meetings are a new initiative this term. It comprises termly visits to LA maintained schools to check in and develop relationships. Headteachers now feel they have a better working relationship with Education who in turn feel they have better knowledge of schools. Mike

Stoneman agreed that working relationships were much better and were at a mature stage. There are also good relationships with MATs (Multi-Academy Trusts). There are just 18 LA maintained schools now, which is unlikely to change much. On 30 March there is a meeting with LA maintained schools to discuss a memorandum of understanding on what schools and Education can expect from each other.

Councillor Horton thanked officers for a great report. Good work is being done but it is a question of ensuring it is sold the right way. The Portsmouth Education Partnership is working at maximum strength, partly as Covid forced joint working. The relationship with the Library service is very evident in the report. Councillor Horton had attended a learning walk at Craneswater Junior School on Destination Reader. As a former primary school teacher she was very impressed with the pupils' spoken language and wishes she had had those strategies when she was a teacher.

In response to a question from Rob Sanders about schools not using validated SSPs, and if this was a concern, officers said some schools initially said "letters and sounds" programmes work but SSPs are robust and everything in the curriculum matches. If a school's own programme is working an inspection team would probably be satisfied but the programme would need to have a very clear rationale. If a school's results were below the national average it would not have a case. Some schools who used "letters and sounds" have changed their minds. Some take time choosing an SSP from the range of validated programmes.

At the moment it is not known if the imminent White Paper will force academisation. Currently if a school is judged Inadequate it has to become an academy. A school with a double Requires Improvement judgement may have to become an academy. There may be moves to remove single academy trusts and towards MATs and further rationalisation.

Councillor Horton noted there was a focus on academisation by central government in the years before Covid but there are more pressing issues now.

6. Response to Covid 19

Mike Stoneman introduced the report, noting that since it had been written revised government guidance for schools had been produced during half-term. There was a rapid rise in Omicron infections after Christmas. The first half of the spring term was probably the toughest in terms of both staff and pupil absence. Some classes or whole year groups have had to revert to remote learning. The guidance to self-isolate for five days when testing positive continues to create enormous pressure and has led to significant staff absence. Recently, Manor Infant School had to close three classes and Year 9 at Mayfield School had to revert to remote learning. The second half of the term is likely to be equally challenging with infection rates rising significantly and adding more pressure.

Vaccination take-up in our secondary and special schools has been good and Education continues to support schools in conjunction with Public Health. The Director of Public Health sent a letter with new guidance to parents as there was some confusion with some parents thinking the self-isolation requirements have finished when they still apply. It is hoped schools will not have to partially close and move to remote learning, but inevitably there will be outbreaks.

Councillor Horton noted it was a difficult time for schools with the pandemic beginning to be over but not yet fully over. The current Covid strain is not leading to so many deaths and hospitalisations but people become ill with it and it impacts on the workforce. She thanked all teachers and school staff for their work.

Mr Stoneman said asymptomatic testing requirements had been dropped except for special schools. The absence rate in special schools is not good but they are supporting children who are at home. It is hoped attendance will improve significantly next term.

Councillor Horton thanked officers for their reports.

RESOLVED that the Education Advisory Board note the actions that have been taken over the past two years by the council and partners to respond to the pandemic and the ongoing work that is in place in order to continue to support education settings.

The next meeting is on Monday 18 July at 4 pm (location to be confirmed).

The meeting concluded at 10.40 am.

Councillor Suzy Horton
Chair

Agenda Item 4



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(Please note that "Information Only" reports do not require Integrated Impact Assessments, Legal or Finance Comments as no decision is being taken)

Title of meeting:	Education Advisory Board
Subject:	Support and Challenge for LA Maintained Schools
Date of meeting:	18 th July 2022
Report by:	Debbie Anderson, Head of School Improvement and Early Years
Wards affected:	All

1. Requested by: Mike Stoneman, Deputy Director, Education

2. Purpose

- 2.1 This report sets out how LA Maintained schools have been provided with support and challenge by the council's school improvement service since the previous report to the Education Advisory Board for February 2022. This therefore covers the period that has seen our LA Maintained schools' journey out of the most challenging period of the pandemic with Covid-19 mitigations for schools, plus requirements for testing and self-isolation being withdrawn.

3. Recommendation

- 3.1 It is recommended that members of the Education Advisory Board note the actions that have been taken to support and challenge LA Maintained schools since the last report.

4. Summary of the support and challenge to LA maintained schools

- 4.1 Support and challenge for LA Maintained schools has built upon previous reports delivered by the Head of School Improvement and Early Years since appointment in September 2020. The service has provided ongoing support and challenge through a range of approaches during an unprecedented period of our schools operating throughout a global pandemic.
- 4.2 A key focus of our work has continued to be the support and challenge delivered through training and development.
- a) **Ofsted** – 50% of our 18 LA Maintained schools are due to receive a Section 5 or Section 8 Ofsted inspection at any time from now, although there is a 6-term

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extension to the usual time scales due to the pandemic. St Edmund's Catholic Secondary, Craneswater Junior and Devonshire Infant have all recently been inspected in June 2022 although the reports are unlikely to be published until the new academic year.

Training for school senior leaders, teaching staff, English and Maths subject leaders and governors led by the Head of School Improvement and Early Years has been provided and feedback from headteachers is that this has been strongly instrumental in enabling schools to be well-prepared for their Ofsted inspections. Anecdotally, one deputy headteacher found the Head of School Improvement preparation work to be more challenging than the inspection itself.

- b) **Performance information** - Whilst primary KS1 and KS2 results cannot be used for accountability purposes this year ([DfE Primary Accountability Measures update June 2022](#)), the useful **Fisher Family Trust data workshop** provided by our LA education information services which outlined the opportunities for benchmarking and target-setting, is being scoped to be repeated specifically for LA Maintained schools' headteachers and deputies. Through this we can begin to challenge standards and work towards vital improvement. Our lead moderator for **moderation and assessment** has consistently provided support through specific training sessions and more optional 'surgeries'. As an LA officer she has monitored the administration of Key Stage 2 SATs and the Year 1 Phonics Screening Check, and led the Key Stage 1 and 2 moderation process which challenges and quality assures the judgements of teacher assessment. Only one LA Maintained school received a letter outlining elements where specific practice needs to be improved and this was in the area of test administration and security.

- 4.3 Our **LA Maintained schools' peer review process 'Reflective Improvement'** has proceeded in spite of the pandemic with 14 schools having had their peer review this year and only 4 needing to reschedule into the next academic year. LA Maintained schools have released senior staff to take part in reviews at other schools, along with the Head of School Improvement and Early Years, an independent consultant, our lead for assessment and moderation and our most experienced school leaders taking on the role of lead reviewers. Feedback both informal and formal is highly positive e.g.

- *"I personally found the process very useful as it supported my own developmental points but it sometimes helps for staff to hear them from an external source! The reviewers were thorough and challenging which made the process worthwhile."*
- *"As a first timer in the peer review process I enjoyed it on a professional level, the school will move some practice forward."*

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- *"The school's willingness and honesty ensured that the reviewers were able to approach the review in an open, collegiate way."*

Application letters for 'Reflective Improvement' Peer Review for the 2022 – 2023 school year have recently been distributed.

- 4.4 In developing the local authority's relationship with our LA Maintained schools, school leaders asked for, and have been provided with a **spreadsheet which outlines statutory requirements for a) policies and b) websites**. This includes useful points of reference and the opportunity to collaboratively share good practice. This has supported school leaders of LA Maintained schools to be very clear on statutory requirements.
- 4.5 **Safeguarding** is always a vital area of work for all schools. To support our LA Maintained schools the Head of School Improvement and Early Years has provided a document which recaps some of the most important focus areas around safeguarding. Furthermore, a safeguarding visit which samples these practices in our LA Maintained schools has been designed and trialled in two schools. Leaders have commented upon how useful this external view of safeguarding practice and culture has been with both visits leading to recommendations which build upon current work. Challenge in safeguarding is necessary to avoid any degree of complacency.
- 4.6 **Education SLT termly visits** continue with personnel varying to ensure that we can cover topics from each of school improvement, inclusion and sufficiency and resources. This is an important opportunity to ensure the wellbeing of our LA maintained schools' headteachers and offer support as required. In addition, this is an opportunity to offer challenge around attendance, safeguarding, catch up work and participation in the HAF programme which are all standing agenda items that are discussed.
- 4.7 **Reading** in Key Stage 2 continues to be progressed through the Hackney Learning Trust **Destination Reader** programme. Hackney officers visited Portsmouth in May 2022 to see the programme in action in 3 of our Portsmouth schools, 2 of which are LA Maintained. Their report (see appendix) outlined how our 'Reading for Purpose and Pleasure' project is becoming embedded. **Early reading in secondary** was covered in March 2022 Ofsted inspector training and the Head of School Improvement and Early years shared some specific training slides with St Edmunds in June 2022 before their recent Ofsted inspection, given this CPD was rescheduled from presenting this to all secondary headteachers until July 2022.
- 4.8 To support our younger children with reading decoding skills which are assessed at the **Year 1 Phonics Screening Check** the PEP Early Language and Literacy Development Group have produced 11 brief 5 minute videos which are on the PEP

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website. Our LA Maintained schools with Key Stage 1 pupils have been challenged to adopt a DfE validated Systematic Synthetic Phonics (SSP) programme and all but one are following this recommendation. Key Stage 2 and secondary are being supported through the work of the PEP group above.

- 4.9 With a focus on the most vulnerable, the **Literacy Trust local project Pompey Pirates** has expanded to a second location within the Historic Dockyard named Portsea Sailors. With the support of the Head of Sufficiency and Resources and the Head of School Improvement and Early Years a third potential hub is also being explored at Westover Primary School.
- 4.10 To further develop our **partnership working** with LA Maintained schools towards the sort of approach that a Multi Academy Trust might use, headteachers and the Education SLT each began to draft what they might practically and realistically expect from the other. This initial work will be built upon during a **co-production workshop** on 16th September 2022 at Copnor Primary School to agree just how our support and challenge evolves.

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Signed by Director of Children, Families and Education

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Primary accountability measures: measures for the 2021 to 2022 academic year	DfE link here
Portsmouth Destination Reader Review (May 2022)	Appendix 1

Meeting: Education Advisory Board

Subject: Response to Covid-19

Date: 18th July 2022

Report from: Mike Stoneman, Deputy Director, Education

Report by: Alison Critchley, Head of Sufficiency and Resources

1. Requested by Mike Stoneman, Deputy Director - Education

2. Purpose of report

- 2.1 It is expected that this will be the final report to the Education Advisory Board on work around infection control to support education settings in response to the Covid-19 pandemic. It builds on the reports that were presented on 14th October 2020, 8th February 2021, 14th July 2021, 1st November 2021 and 21st March 2022.

3. Recommendations

- 3.1 It is recommended that members of the Education Advisory Board note the actions that have been taken by the council and partners to respond to the pandemic and the ongoing work that is in place in order to continue to support education settings.
- 3.2 To note that in line with the council's wider arrangements for responding to coronavirus the Infection Control in Schools group is being stood down. The new Portsmouth City Council health protection board, which will meet quarterly, will have education representation, including from schools.
- 3.3 To note that, while we are not anticipating significant disruption to children's education due to Covid directly, the effects of the pandemic on children and education are likely to continue to be felt for some time to come.

4. The initial response to the pandemic

- 4.1 Following the decision by the government to close education settings from 23rd March 2020 the council worked closely with partners to agree and quickly put into place a response that would support education settings and protect and safeguard vulnerable learners. The initial response is set out below in paragraphs 3.2 to 3.7.
- 4.2 A Covid-19 working group was established and chaired by the Deputy Director. This included a broad range of education leaders from schools, colleges, Multi

Academy Trusts and early years settings as well as council officers and a representative from the Regional Schools Commissioner office. This group provided an important vehicle to consult on what was needed, agree priorities to focus on and to have oversight of the workstreams that followed and the actions that were being taken by each workstream. This was summarised in an overarching plan which was continually updated.

4.3 Six workstreams were quickly established, brief details of which are given below:

- **Infection control and health & safety** - chaired by the Director of Public Health. Weekly updates and guidance on infection control were provided to education settings and basic packages of PPE were delivered to all schools.
- **Digital learning and home learning** - chaired by the seconded Ofsted HMI. The work supported the delivery of remote access to education and the preparations of a more comprehensive offer for the Autumn term exploiting the advantages of digital technology. A baseline survey was completed during the summer term to support this.
- **Emotional health and wellbeing** - chaired by the PEP and Inclusion Manager. A range of resources was developed to support schools both in terms of the emotional health of pupils and staff.
- **Safeguarding and vulnerable learners** - chaired by the Head of Service for Inclusion. Work included the deployment of the LA Link Co-ordinators details of which are given in paragraph 3.6
- **Transitions pre-school through to key stage 2** - chaired by the Early Years Advisory Teacher.
- **Transitions key stage 2 through to key stage 5** - chaired by the Post-16 Commissioning Manager. Work included the development of the Flying Start website and resources which supported the transition of Year 11 learners to post-16.

4.4 To ensure there were good communications between the council and headteachers, weekly virtual meetings were held with headteachers consisting of 3x primary heads (central, north and south), secondary heads and special school heads. Bi-weekly meetings were also held with CEOs of multi academy trusts and also with heads of LA maintained schools. These were chaired by the Director, Children, Families and Education. In addition to meetings a daily email from the Director went out to all school leaders and partners providing key information and resources with links to dedicated pages on the PEP website

4.5 In addition to the workstreams and above communications, a weekly 'recovery and reset' reference group for early years settings was established and business sustainability service (Hempsalls) was commissioned to support the market.

4.6 An early decision was also made to deploy LA Link Co-ordinators to every school in the city to support the tracking and monitoring of vulnerable children and young people, particularly those that were not accessing school, to ensure they and their families were getting the right support. Schools welcomed the

opportunity to triangulate their understanding of the situation of different children with that of council services. A Children's Hub was also established as part of the HIVE to provide support and help to families in need, identified by the Link Coordinators and by schools directly.

- 4.7 **LA Link Officers** were deployed to LA maintained schools in order to provide support and sign off health & safety checks, risk assessments and plans for re-opening schools to specific year groups as required by government.

5. Preparing for the opening of schools to all year groups in September 2020

- 5.1 During the summer, the council and partners worked hard to support schools to re-open to all year groups from September. A summary of the response is set out below in paragraphs 4.2 to 4.9.
- 5.2 Whilst the Covid-19 Working Group was stepped down a number of the workstreams were retained including: digital learning; infection control; emotional health & wellbeing; and safeguarding & vulnerable learners. These have now been merged into the PEP structures which are shown on page 4 of the new education strategy 2020 - 2023.
- 5.3 The infection control and health & safety group stepped up their work to pull together a package of support that included guidance, resources, flowcharts and template letters that schools could send out to parents to cover a range of scenarios where there was a positive case, outbreak, local lockdown, etc.
- 5.4 A Welcome Back to School campaign was launched over the summer in order to reassure parents and carers about their children returning to schools and to demonstrate that schools were doing everything that was necessary to make schools safe. The previous school attendance campaign 'Miss School Miss Out' is currently on hold.
- 5.5 Alongside the Welcome Back to School campaign, a Welcome Back toolkit and resources for schools was produced and distributed. Similar versions were done for front line practitioners working with families and also a version for partner organisations.
- 5.6 The arrangements for tracking and monitoring vulnerable children and young people were continued but due to the fact services were being stood up again and those redeployed as LA Link Co-ordinators were having to return to their roles, a decision was made to recruit 3 full time Co-ordinators.
- 5.7 To further support vulnerable children and in particular those that might struggle to return to school, a template for Welcome Back Plans were distributed which many schools have used during the first few weeks of the Autumn term.
- 5.8 Also distributed ahead of the first week of term was a Welcome Back to School wellbeing support package for schools based on a similar package that was developed in Medway.

- 5.9 The arrangements that were in place during the summer term to support communications continued into the Autumn term but on a less frequent basis. Briefings for headteachers were held bi-weekly rather than every week and the daily communications were reduced to a weekly message on a Friday. Bi-weekly meetings with MATs continued and briefings for LA maintained schools returned to half termly.

6. Ongoing support during the Autumn term 2020

- 6.1 During the Autumn term the council, working closely with schools, MATs and our partners, continued to focus on supporting **school attendance** and **support for our vulnerable children**. Attendance remained relatively high but there was significant disruption due to rising numbers of positive cases in schools which led to many pupils having to self-isolate and access remote education.
- 6.2 The council continued to support schools in the **tracking and monitoring of vulnerable children** and we were able to confirm in November the appointment of 3 full time LA Education Link Co-ordinators.
- 6.3 Significant work was done to support **remote education**. Through our contract with the Thinking Schools Academy Trust (TSAT) we have been able to offer dedicated support to all schools including a range of webinars and resources. A key focus has been on developing interactivity between teachers and pupils. This has included live lessons which many schools are operating and regular feedback and communication between the teacher and pupils. Support was also provided to our primary schools to purchase devices and equipment through funding from the local Elementary Education Trust.
- 6.4 Support was also given to our school leaders in terms of **emotional health and wellbeing** and included regular sessions being delivered by Joy Squibb and Ian Hunkin, together with an offer of a coach / mentor.
- 6.5 In the absence of any national voucher scheme, and using funds from the Covid-19 Winter Grant scheme, the council established a **food voucher scheme for eligible FSM children**, through a contract with EdenRed. This was successfully delivered.

7. Response to 3rd national lockdown and closure of schools from 4th January 2021

- 7.1 On 4th January 2021 the 3rd national lockdown was announced which included the closure of schools until 8th March 2021. Children of key workers and vulnerable children continued to be offered places by schools as far as they are able to and special schools and AP provision are expected to be fully open as all pupils are deemed vulnerable. In the case of the latter and due to staffing capacity issues and health and safety around one third of pupils with SEND were able to attend school on any one day. Early Years settings were required to remain fully open to all children throughout but faced extreme pressures in meeting this demand due to staffing capacity issues.

- 7.2 The council continued with many of the arrangements that were put in place last term and which are described in sections 4 and 5 of this report. In addition to this the council provided a range of other support which are set out below in paragraphs 6.3 to 6.7.
- 7.3 With the majority of pupils learning from home the focus on remote education was more important than ever. TSAT's dedicated support remained in place and all schools were expected to set out for pupils, parents and carers, **information about their remote education provision** on their websites by 25th January 2021. The council reviewed the plans for all our LA maintained schools, the majority of whom have used the DfE optional template.
- 7.4 **Engagement in remote education** varied between 80 to 95% in January and early February, but started to drop off somewhat once the return to school date of 8 March was confirmed, affecting disproportionately our most vulnerable learners.
- 7.5 **Access to devices** remained an issue. In addition to the DfE allocations and the local scheme for primary schools that was launched in the autumn term, we were also able to provide a small number of second-hand devices to schools through the Shaping Portsmouth partnership.
- 7.6 The council's corporate communications team produced new **social media assets as part of the Protect Portsmouth / Ready to Learn campaign**. The aim is to help parents with 'top tips' for remote learning, details of which can be found at: www.portsmouth.gov.uk/remoteteaching
- 7.7 The council provided significant support in terms of **covid-19 testing and prioritising vaccinations** of staff and **food vouchers for FSM children**, a more detailed and up to date summary of which is given in Section 7

8. Support for the reopening of schools to all pupils from 8th March 2021

- 8.1 Schools reopened to all pupils on 8th March 2021. There had been concerns that worries about coronavirus may have resulted in a reluctance on the part of some children and/or families to return to school, but on the whole attendance after schools reopened was high, with some schools reporting 100% attendance. In some schools attendance was adversely affected by pupils shielding, or families having travelled abroad and being unable to return.
- 8.2 To support the tracking and monitoring of school attendance and to understand better how Covid was affecting schools and in particular vulnerable learners, the council entered into an agreement with **Studybugs** which allowed the council to have access to 'live' attendance data and provide a helpful summary dashboards for each school. Schools were also given the opportunity to try out a range of add-ons to support school attendance. All schools participated in this with the exception of St Edmund's Catholic School. The pilot will be reviewed in the summer term with a view to agreeing a two year commitment for 2021/22 and 2022/23.

- 8.3 A key focus during the Spring Term was on **testing and vaccination**. Regular lateral flow testing was introduced for all staff and secondary aged pupils starting from January 2021, but with a significant increase in the numbers of tests from the return of all pupils on 8th March. During the Spring Term three secondary schools also piloted **weekly saliva testing** as part of a programme across the sub region and led by the University of Southampton.
- 8.4 The council also prioritised the introduction of **lateral flow testing for early years staff** ahead of the community testing programme.
- 8.5 In terms of **vaccinations**, Portsmouth followed the JCVI guidelines and included approximately 600 education based staff who work closely with clinically vulnerable children amongst our high priority staff. As a result the majority of our special school staff, some staff in mainstream schools, a limited number of PCC Education staff who work directly with CEV children, and all of our passenger assistants on home to school transport were offered a first dose of the vaccine by mid-February 2021, ensuring these staff had some protection before the wider return of pupils on 8th March.
- 8.6 The council was then able to include school-based staff in the local **zero waste policy**, meaning that teachers aged 50+ in schools started to be invited to vaccine appointments in March 2021. The council was able to offer all staff in schools the opportunity to receive a vaccine through the zero waste policy by April 2021.
- 8.7 Other infection control measures in schools have worked broadly as they did in the Autumn Term 2021, with the additional mitigations of lateral flow testing and face coverings
- 8.8 **Food vouchers for FSM pupils** were provided during February Half Term, the Easter Holidays, and May Half Term using the Covid Grant Fund. Vouchers were made available to children of statutory school age and also children whose families would have been eligible for benefits-related school meals in early years settings and FE colleges.
- 8.9 During the school Easter holidays we also launched the **Holiday Activities and Food programme**, working with 14 providers to make available 3,371 days of activities for children eligible for free school meals at venues across the City, with provision focused in areas with higher numbers of children eligible for free school meals.
- 8.10 Through our progression career advisors the council has been focussing our work to reduce the proportion of 16-18 year olds who are not in education, training and employment (NEET) including a focus on Year 11s as part of our **Youth NEET Prevention Programme work**. This has included building on last year's successful **Flying Start** website which this year will be supported by a range of webinars for parents and carers to support progression to post-16 education

- 8.11 As part of our **Black Lives Matter and Anti-Racism** priority, schools across the city participated in UN Anti-Racism Day as part of their ongoing work to challenge and prevent racism. In line with other areas, concerns have been raised about an increase in prejudice-based incidents, in schools and in the community. We have relaunched our [Prejudicial Language and Behaviour Toolkit](#). Schools are now completing monthly returns so that we can start to identify patterns and trends and provide support where it is needed. A training package and guidance on **preventing and responding to racism** is being co-produced, and will be available in the Autumn Term.
- 8.12 The third **Mental Health Support Team** has now been recruited and training is underway. This means that all schools in the city are now able to access support from the MHSTs. Work is underway to map the current offer of support for **Social Emotional and Mental Health** needs and any remaining gaps in the offer. Guidance for professionals and parents will be piloted during the Autumn Term to help children, young people and families get the right support and the right time.
- 8.13 Support to ensure schools could continue to provide a good **remote access to education** offer continued, but attention turned to the next phase of work supported by a survey to schools and the development of a digital learning strategy, details of which will be outlined and showcased at the PEP Summer Conference on 2nd July.

9. Summer Holidays 2021

- 9.1 During the school summer holidays food vouchers for FSM pupils using a Covid Grant Fund. Vouchers were made available to children of statutory school age (including Year 11 school leavers) and also children whose families would have been eligible for benefits-related school meals in early years settings. Due to the reduction in government funding it was not possible to extend these vouchers to the families of young people in FE colleges.
- 9.2 In the summer holidays we also substantially increased our **HAF Fun Pompey** programme working with 36 providers to make available 13,925 days' worth of provision.
- 9.3 We estimate that over 3,000 attended HAF provision, which would be over 37.5% of the free school meals eligible population of around 8,000 pupils. The detailed breakdown below shows 3123, although we know that some children attended places with more than one provider so there will be some overlap.

Breakdown of children and young people attending HAF provision		
	Primary Aged	Secondary Aged
FSM eligible, no SEND	2306	487
FSM eligible, with SEND	195	55
Non-FSM eligible (agency referred), no SEND	53	16

Non FSM eligible (agency referred), with SEND	8	3
TOTALS	2562	561

10. Autumn Term 2021

At the end of July, in line with England moving to "stage 4" of restrictions, the rules around how schools should operate were significantly amended, with these changes coming in from the start of the new school year. Key changes were:

- a. Schools were advised against using some of the mitigations that were in place during parts of last year, including the principle of keeping groups of pupils in separate "bubbles".
- b. Whilst the definition of a "close contact" was unchanged, the requirement for close contacts of people with confirmed cases of coronavirus to self-isolate has been removed for all children and young people up to 18 years and 6 months, and for fully vaccinated adults.
- c. Schools will not be routinely asked to do contact tracing.

10.2 Following the approach taken throughout the pandemic, schools and MATs worked closely with PCC education and public health colleagues to provide timely support and advice to Portsmouth schools.

10.3 When schools returned at the start of September Portsmouth's infection rate was the highest in the South-East region, and the tenth highest nationally. The Director of Public Health therefore wrote to all schools giving support and encouragement to schools that wanted to put additional mitigations in place where coronavirus was present in the school or wider community. We have worked closely with health to put in a stepped process where schools experience outbreaks.

10.4 The removal of the requirement for whole bubbles to self-isolate where one member of the class tests positive kept more children in school. However, in Portsmouth and nationally we saw the infection rate in school age pupils, particularly secondary school age pupils, increase sharply during the Autumn Term.

10.5 Absence amongst staff, including cases of coronavirus and staff who are not fully vaccinated needing to self-isolate, created considerable pressure on schools.

10.6 In mid-September the government confirmed that the go ahead had been given to offer a single dose of the Pfizer vaccine to teenagers aged 12-15, with these doses to be delivered primarily through schools. Again, there has been extremely close working between secondary schools, the school-age immunisation service, and the council to put the practical arrangements in place for vaccinations to be offered at all schools by October half term, and support high take-up of the vaccine from parents that choose for their child to be vaccinated.

11. January/February 2022

- 11.1 The arrival of the even more transmissible Omicron variant shortly before Christmas has meant that cases increased rapidly again from January 2022, with the increase initially seen amongst primary pupils. Over half of Portsmouth schools have reported a coronavirus outbreak (5 or more cases in a single class or 10% of people in a group testing positive) since the start of January.
- 11.2 As in the Autumn Term, the high levels of coronavirus are continuing to create significant staffing pressures on schools, where fully vaccinated staff (including those who have received the booster) are testing positive, sometimes for the second or even third time. The changed requirements around self-isolation mean that some pupils and staff are able to return after a shorter self-isolation period, but many staff are still testing positive on day 6 and others are unable to return immediately even when their 10-day self-isolation period ends, as they are not fully fit.
- 11.3 We continued to have excellent engagement between schools and health so that all Portsmouth schools with secondary age pupils will be hosting vaccination clinics during the Spring Term to offer first and second vaccines for children aged 12-15.

12. February 2022 onwards - ending of national restrictions

- 12.1 From February 2022 onwards the Schools Infection Control group continued to give advice to schools and families on the rapidly changing advice around testing and self-isolation. The high rate of infection in Portsmouth (and nationally) in March/April 2022 continued to affect staff and pupils, but school teams worked hard to ensure that all classes were covered and there were very few instances of classes or year groups needing to move to remote learning.
- 12.2 In June 2022, in line with the council's wider arrangements for responding to coronavirus, the Infection Control in Schools group was stood down. The new Portsmouth City Council health protection board, which will meet quarterly, will have education representation, including from schools.
- 12.3 Similarly "infection control" will no longer be a discrete priority in next year's PEP strategic plan, a development that was welcomed by the Infection Control group. However, the effects of the pandemic are likely to continue to be felt in education for some time to come in a range of ways, including attainment, attendance, emotional health and well-being, and potentially in relation to recruitment and retention of staff. Appropriate actions to respond to the challenges created by the pandemic will be picked up in various aspects of the PEP's work.

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Signed by Director of Children, Families and Education

Appendices:**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

Agenda Item 6



THIS ITEM IS FOR INFORMATION ONLY

(Please note that "Information Only" reports do not require Integrated Impact Assessments, Legal or Finance Comments as no decision is being taken)

Title of meeting:	Education Advisory Board
Subject:	Ofsted school inspections Spring and Summer terms 2022
Date of meeting:	18 th July 2022
Report by:	Mike Stoneman, Deputy Director - Education
Wards affected:	All

1. Requested by Sarah Daly, Director - Children, Families and Education

2. Purpose

- 2.1 This report sets out details of 11 Ofsted school inspections that were carried out by Ofsted during the Spring and Summer terms 2022, including details of any judgements for those reports that have been published. This follows a report that was provided to Board Members in February 2022 with a summary of the outcomes of Ofsted inspections for the Summer and Autumn terms 2021.
- 2.2 The report also provides a summary of the overall position for Ofsted judgements across schools in Portsmouth (Appendix 1)

3. Ofsted school inspections - Spring and Summer terms 2022

- 3.1 During the Spring and Summer terms 2021 there were 11 Ofsted school inspections, seven of which were section 8 inspections and four of which were section 5 inspections. A summary of all 11 inspections is given in the below Table 1. (note: for seven of the inspections the final reports have yet to be published and the judgements are therefore unknown)
- 3.2 The purpose of a section 8 inspection of a good or outstanding school is to confirm whether the school remains good or outstanding under the definition of overall effectiveness set out in the school inspection handbook. A section 5 inspection is a full inspection with graded judgements in the areas of overall effectiveness, quality of education, behaviour and attitudes, personal development, leadership and management; and where applicable early years education or sixth form provision.

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Table 1: Summary of Ofsted school inspections in Portsmouth - Summer and Autumn terms 2022

School	LA / Academy	Type of inspection	Dates	Outcome
Cliffdale Primary	Solent Academies Trust	Section 8 Inspection	8 th & 9 th February 2022	Continues to be Outstanding
Northern Parade Infant	King's Academies	Section 5 inspection	5 th & 6 th April 2022	Requires Improvement (no previous outcome available due to academy transfer)
The Portsmouth Academy	Thinking Schools Academy Trust	Section 8 Inspection	26 th & 27 th April 2022	Continues to be Good
Westover Primary	Hamwic	Section 5	5 th & 6 th May 2022	Good (previously Requiring Improvement)
Castle View Academy	United Learning Trust	Section 5	7 th & 8 th June 2022	TBC
Craneswater Junior	LA	Section 8	15 th & 16 th June 2022	TBC
St Edmund's Catholic School	LA	Section 8	15 th & 16 th June 2022	TBC
Northern Parade Junior	King's Academies	Section 8	21 st & 22 nd June 2022	TBC
Devonshire Infant	University of Chichester MAT	Section 8	28 th & 29 th June 2022	TBC
Admiral Lord Nelson School	Salterns Academy Trust	Section 8	28 th & 29 th June 2022	TBC
Charter Academy	ARK	Section 5	5 th & 6 th July 2022	TBC

- 3.3 To date only four of the above inspections have the Ofsted reports published. Within those four schools, Cliffdale Primary and The Portsmouth Academy have retained their previous judgement of Outstanding and Good respectively. Westover Primary moved from Requiring Improvement whereas Northern Parade Infant was judged to be Requiring Improvement (whilst no previous outcome was available due to academy transfer it should be noted that prior to the academy transfer the school was judged to be Good).

4. Ofsted inspections in 2021/2022

- 4.1 Ofsted resumed its routine inspection schedule under the Education Inspection Framework (EIF) from September 2021, having only conducted monitoring visits

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throughout the pandemic since March 2020, mainly focused initially on remote education provision and safeguarding but also on schools graded requires improvement or inadequate.

- 4.2 Following continued challenges from the pandemic for schools in the autumn term of 2021, with staff and pupil absences due to Coronavirus positive cases or self-isolation many deferrals were requested by schools. Ofsted became increasingly alert to, and understanding, of this.
- 4.3 At the beginning of January 2022 secondary schools were not inspected initially when children returned after the Christmas break as on-site testing was being administered and Ofsted inspectors who are also serving practitioners were not required to undertake any inspection work until after 26th January 2022.

5. Overall summary

- 5.1 In Portsmouth, 90% of inspected schools are now either Good or Outstanding and 91.7% of pupils are taught in inspected schools that are Good or Outstanding.
- 5.2 Appendix 1 provides a series of graphs and charts which show the trends between end of July 2021 and end of June 2022.

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Signed by Director of Children, Families and Education

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Ofsted judgements for Portsmouth LA Maintained Schools and Academies	Appendix 1

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