



NOTICE OF MEETING

EDUCATION ADVISORY BOARD

THURSDAY, 1 DECEMBER 2022 AT 4.00 PM

VIRTUAL REMOTE MEETING

Telephone enquiries to Anna Martyn Tel 023 9283 4870

Email: anna.martyn@portsmouthcc.gov.uk

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).

AGENDA

- 1 **Apologies for absence**
- 2 **Declarations of interests**
- 3 **Minutes of previous meeting held on 18 July 2022 (Pages 3 - 8)**
- 4 **Support and Challenge for LA Maintained Schools (Pages 9 - 20)**
- 5 **Ofsted school inspections Summer and Autumn terms 2022 (Pages 21 - 30)**
- 6 **Portsmouth data for 2022 (Pages 31 - 52)**

7 Update on Portsmouth as a Priority Education Investment Area (Pages 53 - 56)

EDUCATION ADVISORY BOARD

RECORD OF DECISIONS of the meeting of the Education Advisory Board held remotely on Monday, 18 July 2022 at 4.00 pm

Present

Councillor Suzy Horton (in the Chair)

Rob Sanders, Deputy Director, Anglican Diocese of Portsmouth

7. Apologies for absence

Apologies for absence were received from Councillors Ryan Brent and Tom Coles, Robert Dare (Roman Catholic Diocese) and Helen Reeder (National Education Union).

8. Declarations of interests

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

9. Minutes of previous meeting held on 21 March 2022

RESOLVED that the minutes of the meeting held on 21 March 2022 be confirmed and signed by the chair as a correct record.

10. Support and challenge to LA maintained schools

Debbie Anderson, Head of School Improvement and Early Years, introduced the report, noting that feedback from schools on support and training around inspection was positive - "a good level of challenge for us all." Ms Anderson highlighted the following points:

- Schools, especially primary schools, have become out of practice at submitting judgements for teacher assessment so further training and support needs to be relevant and timely.
- The safeguarding sampling visits (looking at some aspects of safeguarding) are not a tick list and schools have found them quite challenging but useful and there can never be complacency about safeguarding.
- The reference to early reading in paragraph 4.7 refers to pupils who are struggling with reading in secondary schools and does not mean Early Years pupils.
- There are huge caveats when looking at performance data this year.

Councillor Horton said all credit was due to Ms Anderson and her team; it should not be forgotten how difficult emerging from the pandemic was when many children had not been in school for a long time. In particular, there were

challenges around "school readiness" and anxiety. Education had taken an understanding but challenging approach.

Mike Stoneman said Education's relationship with the 18 LA maintained schools was as strong and productive as he had ever known it and feedback was positive. However, schools were slightly nervous about the White Paper and academisation. An LA trust has been mentioned but there are no updates on this. Education was keeping an eye on one or two schools but overall it is a positive picture.

In response to a question from Robert Sanders, officers said the vast majority of schools were in a strong and steady place. In November 2021 a school had a Section 8 inspection which does not change its grade but had an Outcome 3, which means it might not have received its current grade of Good if the inspection had been a Section 5. Education are working with the school to provide intensive support; it also has a new headteacher from September 2022.

Councillor Horton noted literacy was a constant and more important than ever. As a school governor and former primary teacher she was very impressed with the learning walk she had taken as part of the Destination Reader project. Officers are working with the Portsmouth Education Partnership (PEP) Early Language & Literacy Development Group which had met recently to consider where to focus next. Consensus was that oracy (language and vocabulary development) is the overarching umbrella focus for next year; as well as being important for literacy it helps with relational practice.

RESOLVED that the Education Advisory Board note the actions that have been taken to support and challenge LA Maintained schools since the last report.

11. Response to Covid 19

Alison Critchley, Head of Sufficiency and Resources, introduced the report, noting that Covid infection rates are currently rising and there is still significant disruption to schools. During the pandemic there was a significant cost to staff to ensure there was a competent body in front of children every day. Covid and its impact have not gone away but children still need literacy skills to proceed to the next stage of education; they also need support for their emotional wellbeing. In addition, there may be retention issues for the workforce. When the PEP considers its plan for next year retention as well as attendance, attainment and wellbeing will be priorities.

Councillor Horton thought it was very much a sense of living alongside Covid as it has not gone away. The report is a fascinating document and portrays very well the actions taken during the pandemic. It also summarises the work Education is doing in the face of the post-pandemic legacy. As there may be infection spikes it is not known if this will be the last regular Covid report or if updates will be included in other reports.

RESOLVED that the Education Advisory Board note:

1. 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;
2. 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. 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.

12. Ofsted school inspections update

Mike Stoneman, Deputy Director, Education, introduced the report, noting that since it had been written there had been two more inspections: St John's Catholic Primary was inspected the previous week and Flying Bull Academy will be inspected on 19 and 20 July. The majority of final reports have not been published yet so officers cannot give more details at this stage. Mr Stoneman pointed out an error in Table 1 in that Devonshire Infant is an LA maintained school, not part of the University of Chichester MAT.

In response to questions from members, officers explained that Section 5 and 8 inspections both take place over two days (though Section 8 inspections used to be shorter); the methodology and areas of emphasis are different; it is not a scaled down section 5. From September Section 5 will be known as a "graded inspection" and Section 8 as an "ungraded inspection" as it is not a full inspection and is not changing the grade.

RESOLVED that the Education Advisory Board note the report.

13. Update on Priority Education Investment Areas

Mike Stoneman gave a verbal update and explained there were 55 education investment areas which would receive targeted support where attainment and performance were less than satisfactory. Portsmouth was one of them and in February was designated as one of 12 new priority areas (the only one in the South East); there are also the 12 existing opportunity areas. The designation puts the spotlight on Portsmouth and there are a range of requirements but it means further investment in education.

The PEP will play a pivotal role. A sub-group of its Strategic Board has to complete a data led needs analysis by the end of September and a detailed delivery plan by the end of November, which will outline the key priorities over the next three years. The local needs fund will be £42 million spread across the 24 priority areas. Education will need to demonstrate with evidence-based programmes how it will use the funding. Officers and the PEP have done considerable groundwork already and have asked the DfE if it will accept current structures; at the moment this seems likely. Officers have been given a strong steer that academisation will feature. Mr Stoneman has queried the

purpose of academisation as a priority as the majority of schools are part of a MAT and the schools where the greatest concerns lie are part of a MAT. Mr Stoneman explained this is not a criticism of MATs - it was recognised that those schools with performance issues had already been transferred to MATs. Officers are considering a draft paper they have received. He confirmed there is only one standalone academy trust in Portsmouth - the UTC Portsmouth, which is graded Outstanding.

Frances Soul noted that an extraordinary meeting of the PEP's Strategic Board last Friday afternoon was well attended. The Board will engage fully as so much of the investment area's priorities align with what it was doing already. Mr Stoneman said the Board's membership is being extended to include representation from the Dioceses. Councillor Horton said the Board had served Portsmouth well as it was dealing with a very fragmented landscape. The criteria for coercing schools into becoming academies does not apply here. The PEP provides a strong structure and other areas of the country envy what Portsmouth does.

RESOLVED that the Education Advisory Board note the update.

14. KS1 and KS2 results summary

Debbie Anderson gave a verbal update on KS1 and KS2 results, referring to the DfE Primary Accountability Measures but with the caveat of "huge health warnings" not to make direct comparisons with 2019 results, national averages and between schools because of the uneven impact of the pandemic on pupils. National and local authority averages were included in last week's communications bulletin with advice that comparisons are unhelpful.

Portsmouth is mirroring the national picture at KS2 in that combined (reading, writing, maths) results have decreased. Individual subject results nationally and locally have decreased but whereas the national average for reading has increased by 1% it has increased by 3% for Portsmouth, showing schools' hard work. The gap for Portsmouth with the national average has reduced from 6% to 4%. Despite the huge variations and the uneven effect of the pandemic it is important for schools to consider their own results, what the information is telling them and what they are doing about it. Even before Covid results varied.

There are no national averages for KS1 yet though Portsmouth's results in all areas have decreased. The Education Endowment Foundation report published in December 2021 studied the impact of Covid on attainment and socio-emotional wellbeing. One finding was that as younger children are less able to learn independently they were disproportionately affected by school closures. Portsmouth's results will probably mirror the national picture which is not surprising in view of the disruption. There is no indication yet of comparators for next year's results.

Councillor Horton thanked officers for their reports.

RESOLVED that the Education Advisory Board note the update.

The next meeting is on Monday 17 October at 4 pm; those present agreed to hold the meeting virtually.

The meeting concluded at 4.48 pm.

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Councillor Suzy Horton
Chair

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Agenda Item 4



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Title of meeting:	Education Advisory Board
Subject:	Support and Challenge for LA Maintained Schools
Date of meeting:	1 st December 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 July 2022. This therefore covers the period that has seen our LA Maintained schools' journey out of the most challenging period of the Covid-19 pandemic and the return to formal education assessments in the summer term 2022.

3. Recommendations

- 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 systematic approaches.
- 4.2 A key focus of our work has continued to be the **development of relationships with our LA Maintained schools**. This is enacted through:
- a) **Our Education SLT termly school visits**. Either the Deputy Director - Education, or the Head of Inclusion, or Head of School Improvement and Early Years, or Head of Sufficiency and Resources meets with the

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headteachers of each LA Maintained school at their school with opportunity to discuss current issues in any of these above areas and signpost support. This meeting also enables us to ensure that we fulfil our duty of care to these school leaders, as workload and wellbeing can be covered.

- b) **Regular half-termly meetings** with LA Maintained schools' headteachers. On Friday 16th September 2022 a very useful co-production workshop was held with the Education SLT officers and LA maintained schools' headteachers, hosted at Copnor Primary School. During this day, collaboratively headteachers and school officers worked to agree in principle what each party can, and should, realistically expect from each other e.g. model policies like Attendance which incorporates the new regulations that will be in place from September 2023 and regular meetings for other LA Maintained schools' staff members, such as School Business Managers /Finance Officers.
- c) This way of working with our LA Maintained schools to offer support and challenge in a more consistent way, is part of a direction of travel that tends towards '**acting like a MAT**', yet without being a multi academy trust, which currently is not the choice of these school leaders. There is a strength to working more as a cohesive collective in these challenging economic and political times that school leaders in strong multi academy trusts receive and we believe morally should also be available to our LA Maintained schools.

4.3 Support and challenge delivered through **training and development** is an ongoing aspect of our work with LA Maintained schools.

- a) An **Ofsted update** was provided in September 2022 to ensure that LA Maintained schools understand how the Ofsted Education Inspection Framework is now published in two updated School Inspection Handbooks and that inspections are now known as Graded and Ungraded. Other subtle updates, for example, reference to an age-appropriate understanding of protected characteristics, the position of 'Early stages of learning to read' bullet points and the removal of transition statements in the quality of education section were highlighted.

Our LA Maintained schools benefit from working with a PCC officer who also works for Ofsted as an inspector, meaning that knowledge and practice is up to date and based on real inspection experience. LA Maintained schools are supported through updates, but also **CPD requests** e.g. this year already Wimborne Primary have benefited from training around Ofsted and Early Years, and Southsea Infant focused on the part of the subject/curriculum leaders have to play during an Ofsted inspection.

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- b) Through **coaching** provided by an independent professionally qualified consultant, our LA Maintained schools' headteachers can be supported to have open, honest and frank conversations which will aid them in making complex educational decisions. So far, this service has been offered to, and taken up by, at least 5 of our 18 LA Maintained school's headteachers. Feedback is extremely positive, such that the range of sessions have been extended to those who have found it the most useful.
 - c) **Performance information** - Whilst we completely acknowledge that primary KS1 and KS2 2022 results cannot be used for accountability purposes, it is vital that school leaders understand and use data to prioritise their actions and resources. The Education Information Services team attended the afternoon session of our meeting with LA Maintained schools on 16th September 2022 and were able to provide a bespoke session looking at FFT Aspire and the many functions now available that aid school leaders to support and challenge their own staff, right down to an individual pupil level. We are working to build increased ambition for our Portsmouth pupils who have similar characteristics and attainment to those elsewhere in the country.
- 4.4 All LA Maintained schools have now been offered a **funded annual school improvement partner visit**, with a menu of school improvement activities so the focus of the visit can be agreed between the headteacher and the named link school improvement partner. This will enable schools to have an external objective professional view and quality assurance plus ongoing support which they can commission for themselves whilst the Head of School Improvement and Early Years, and PCC School Improvement Adviser can focus on the more challenging and accountability aspects such as reviewing standards and target-setting. External and internal local authority support and challenge is crucial to promote validity of judgements and outward-facing practice in Portsmouth.
- 4.5 Where the most intervention is required, more targeted support and challenge are utilised, such as building on the outcomes and recommendations of Ofsted reports, when significant and rapid improvement is needed. Working with the new headteacher at Mayfield, a thorough **School Review** was undertaken in October 2022. This involved the Head of School Improvement and Early Years and a team of LA officers (e.g. those from Early Years, and Assessment and Moderation) and external consultants, so that many aspects of the school's work could be audited. This ranged from practice in the Early Years, the quality of education, reading, mathematics, curriculum progression, and behaviour and attitudes, from Year R to 11. Findings will support school leaders to make accurate judgements in self-evaluation, ensure plans identify the right priorities and actions and implement change.
- 4.6 Our **LA Maintained schools' peer review process 'Reflective Improvement'** is now into its second year. 17 of our 18 LA Maintained schools have signed up

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to participate and lead reviewers and team members have been assigned to each peer review throughout the year. The process has been slightly updated in line with feedback from participants last year and training again amended. A session specifically for lead reviewers has been offered in November 2022. Crucially, we are tightening up and offering more challenge on the aspect of the process that follows the peer review, the 'so what' part, as it is what happens as a result of the peer review that will move our schools forward rather than the day of the review itself. The annual evaluation report is attached at Appendix 1.

- 4.7 In ensuring the local authority's accountability aspect of working with LA Maintained schools, our business support team, biannually as a minimum, audit LA Maintained school's **websites** to check that they meet DfE and statutory requirements. This includes feedback on ease of access to information (how many clicks to find it) and whether information is current or out of date. This monitoring should be undertaken by school leaders and governors, but the local authority adds another layer of support and challenge by undertaking this activity for our LA Maintained schools.
- 4.8 Safeguarding continues to be a vital area of work for all schools. **Safeguarding sampling** visits which examine some of these practices in our LA Maintained schools have been carried out this term at St George's Beneficial C of E Primary and Manor Infant and Nursery schools. This enables challenge to ensure that safeguarding aspects of identify, help, and manage are detailed, timely, and leaders have good oversight, which are some of the most common failings identified in Ofsted reports across the country. Discussion and scrutiny lead to suggested improvements which enhance or further secure current practice, rather than major changes. School leaders have welcomed this activity *"we have already acted upon the suggestions you made at the time. This report fleshes it out further which is very helpful."*
- 4.9 Whilst across Portsmouth we are pleased that our **Key Stage 2 2022 results in Reading** attainment rose faster than the national average and we did narrow the gap from 2019, we can in no way afford to be complacent. The Destination Reader network will continue to ensure that this programme and pedagogy is embedded in all of the schools, including LA Maintained, that have adopted it. Those that use it where 2022 results may not have been as high as expected will be challenged and support offered to drive improved outcomes.

LA Maintained schools have been specifically contacted about the additional DfE 'Accelerator Fund' for **Phonics** books and resources in primary schools and the opportunity for support around implementation. It is not enough to have a validated Systematic Synthetic Phonics (SSP) programme, it has to be robustly implemented to that it does impact upon standards and pupils' reading as they progress through their education.

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Equally, support for **struggling and weaker readers in secondary schools** must improve and our two LA Maintained schools that have secondary pupils are being assisted by signposting to resources and best practice.

This challenge and support very much aligns with the literacy priority of our local needs analysis and development plans for Portsmouth as Priority Education Investment Area and work of the Portsmouth Education Partnership already underway.

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Signed by Director of Children, Families and Education

Appendix 1: Annual Evaluation report

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

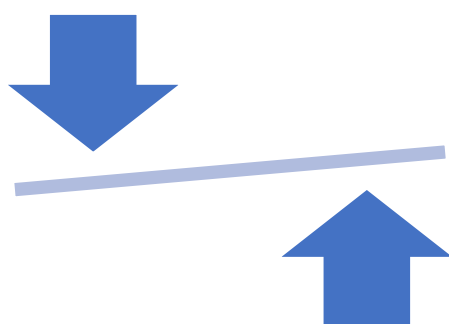
The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Annual update report on LA Maintained schools' peer review process 'Reflective Improvement'	

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LA Maintained Schools' Peer Review

'Reflective Improvement'



1. Introduction and background

The Portsmouth Education Partnership Education Strategy 2020 - 2023 aligns with the moral purpose to ensure that we collectively achieve the best outcomes for all children and young people in our city and has as one of its priorities: *"Strong leadership and ambition at all levels within individual schools and education settings to improve effectiveness and outcomes for children and young people"* which is led by the PEP School Leadership and Effectiveness Board.

Recognising the many and mutual benefits, Portsmouth LA Maintained schools worked with officers from the local authority to co-produce a peer review process that would enable school leaders to reflect upon their work utilising an objective evidence-based approach, working with external peer colleagues, so that they can explore their own school priorities and further their school improvement work, hence the title 'Reflective improvement'.

2. Implementation

In June/July 2021 LA Maintained schools were invited to express interest in both a) receiving a peer review and b) senior leaders within school teams being members of review teams for other schools. All 18 LA Maintained schools positively completed their submissions by the end of the summer term. There were no 'nil returns'.

Over the summer break, the schedule for all 18 peer reviews, with timing and the composition of peer review teams was drafted. This enabled letters to be distributed to schools in early September 2021 with the relevant information. The LA business support team were instrumental in the administration of the process.

Training for participants in the peer review process was facilitated in a LA Maintained schools' headteacher briefing, with the training distributed for cascading to senior leaders within individual schools. For review team leaders, including headteachers, LA officers and an external consultant, a separate training session was organised to consider the additional responsibilities. This activity enabled much discussion and the sharing of previous experience plus the opportunity to consider any potential areas of difficulty or barriers.

- 14 out of 18 peer reviews successfully took place during the 2021 - 2022 school year.
- Of the 4 that did not happen, this was due in main to staffing absence and issues resulting from Covid-19. One school deferred because they received an Ofsted inspection.
- Some peer reviews were rescheduled from the original dates, but this was managed proactively by review team leaders and headteachers.
- On rare occasions review team members had to withdraw due to personal or school reasons. This was effectively covered by school senior leaders stepping in at late notice, even if for some of the time of the peer review.
- The peer review at the only LA Maintained secondary school required more review team members from Key Stage 3 and 4. This was enabled through reaching out to secondary schools within Multi Academy Trusts, hence the team for this peer review came from across the Portsmouth Education Partnership.

3. Feedback

In June 2022, two feedback surveys were released for:

- peer review host school leaders and
- peer review team members

The surveys contained a variety of question types from Yes/No/Maybe to ranked and free text responses.

Host school feedback

- 8 out of 14 schools responded
- 100% found the 3-stage process of pre-review, review day and post-review workshop helpful
- 100% gained something specific from the peer review that will move the school forward
- 87.5% agreed that the peer review had a positive impact on staff, 1 response was unsure
- 100% agreed the peer review met the school's needs
- 100% would recommend the peer review process to a colleague
- Suggestions for the future of the process include using the PIE model (provision, impact, evaluation) to aid clarity in feedback; including schools beyond those locally; and further consideration about the relevance and usefulness of the post-review workshop.
- Other comments included the effective organisation and preparation of the lead reviewer; clarity around defining the focus of the review line of enquiry; agreeing timings well in advance; the professionalism of team reviewers being thorough and yet challenging; and whether the post-review workshop was needed.

Review team members feedback

- There were 9 respondents to the survey
- Respondents included headteachers, deputy and assistant headteachers, LA officers and an independent education consultant who were either review team leaders or members
- 88.9% of respondents felt they learnt something new from the peer review
- 77.8% will take something from the peer review that will impact upon their own school or work
- 100% would recommend taking part in a peer review to a colleague
- 1 respondent was unable to make a positive contribution to the peer review as it did not take place and could not be rescheduled, therefore was unable to rate the quality of the process positively
- Suggestions for the future of the process include more sharing of good practice; proformas being useful; the usefulness of the pre- and post-review parts of the process (mixed views from essential to not required); more guidance on writing up findings.
- Other comments included hoping schools will be braver in identifying a line of enquiry that is more challenging; the honest, open and collegiate engagement making the whole process effective.

Additionally, there have been informal and anecdotal examples of feedback:

- *Thank you for your work with us over the past couple of weeks with the peer review. I really value the work and look forward to developing our curriculum as a result*
- *It had rigour and structure which made us focus and value the feedback without it feeling judgemental.*
- *I liked that it involved most of our teaching staff so that it had a wider input than just SLT.*
- *I think this process has a lot to offer us in helping us get back on track to a focus on strategic planning reviewing and evaluation of the school improvement process*
- *This was a worthwhile process.*
- *The peer review enabled us as school leaders to have the time and opportunity to step back and look at our school, having important conversations with each other and external peer colleagues on the review team. Very worthwhile and we would do it again.*
- *The peer review experience has provided us with external validation of our judgements and evaluations.*
- *It is great to get out into other schools, work with other schools, peer colleagues and bring these experiences and learning back*

4. Evaluation

The LA Maintained schools' peer review process 'Reflective Improvement' has clearly been well received by schools as both a quality assurance and developmental school improvement tool. Despite the challenges of the pandemic, schools found the peer review experience extremely useful for multiple reasons, being low cost and high benefit.

Organisation is critical and we need to ensure that dates for all 3 stages of the process are agreed at the earliest opportunity, so all participants are available and committed. During the year it became clear that schools wanted more time between the actual review day and the post-review workshop to enable senior leadership teams to synthesise the findings of the peer review, decide the follow-actions and begin to plan for and enact these. This was mutually agreed, and a degree of flexibility built in immediately and in the updated version of the process for 2022-23.



Some schools were less convinced about the advantages of the post-review workshop however other parties remain certain that this 'so what' part of the process is vital. Without the review aspect of the Plan-Do-Review cycle we would miss the opportunity for objective professional discussion, reflection and support upon how things could be better. It is this considered and collaborative activity that may generate key insights, ideas and actions to see if further improvements can be made.

5. The way forward

- Invite LA Maintained schools to take part in the Peer Review process 'Reflective Improvement' for 2022-23
- Agree dates for all aspects of the peer review to be established as far as possible in advance of each peer review
- Revisit training for review team leaders and members
- Ensure peer review team leaders are briefed and clear about expectations for each part of the process and the completion of relevant useful documentation
- Clarify the importance of the post-review workshop for all schools and leaders
- Follow up on the submission of brief summary findings to the local authority from each peer review, so that learning can be gathered and evaluated

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Agenda Item 5



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Title of meeting:	Education Advisory Board
Subject:	Ofsted school inspections Summer and Autumn terms 2022
Date of meeting:	1 st December 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 Summer term 2022 including where reports had not been published until the Autumn term 2022, and those carried out in the Autumn term 2022 up until the writing of this report. This follows the information provided to Board Members in July 2022.
- 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 - summer and autumn terms 2022

- 3.1 From September 2022 the Ofsted School Inspection Handbooks have changed including language about how inspections are named. Section 5 inspections are now known as **Graded inspections** as all applicable areas of the Ofsted Education Inspection Framework are graded e.g. Quality of education, Behaviour and attitudes, Personal Development, Leadership and management, Overall effectiveness (Early years and sixth form provision where relevant). Section 8 inspections are now known as **Ungraded inspections** as grades are not provided, merely outcomes (1 to 4), to confirm whether the school remains good or outstanding and whether safeguarding is effective.
- 3.2 During the summer and autumn terms 2022 there were 9 Ofsted school inspections, 7 of which were section 8 inspections and 2 of which were section 5 inspections. A summary of all 9 inspections is given in the below in Table 1.

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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
The Portsmouth Academy	Thinking Schools Academy Trust	Section 8	26 th & 27 th April 2022	Continues to be Good
Westover Primary	Hamwic	Section 5	5 th & 6 th May 2022	Good
Castle View Academy	United Learning Trust	Section 5	7 th & 8 th June 2022	Good
Craneswater Junior	LA	Section 8	15 th & 16 th June 2022	Continues to be Good
St Edmund's Catholic Secondary School	LA	Section 8	15 th & 16 th June 2022	Continues to be Outstanding
King's Academy Northern Parade Junior	King's Group Academies Trust	Section 8	21 st & 22 nd June 2022	Outcome 3, remains Good
Devonshire Infant	LA	Section 8	28 th & 29 th June 2022	Continues to be Good
Admiral Lord Nelson School	Salterns Academy Trust	Section 8	28 th & 29 th June 2022	Continues to be Good
Ark Charter Academy	ARK	Section 5	5 th & 6 th July 2022	Requires improvement
St John's Cathedral Catholic Primary	LA	Section 5	12 th & 13 th July 2022	Good
The Flying Bull Academy	University of Chichester Academy Trust	Section 8	19 th & 20 th July 2022	Continues to be Good
Penbridge Infant and Nursery	Thinking Schools Academy Trust	Section 8 (Ungraded)	14 th & 15 th Sept 2022	Continues to be Good
Beacon View Primary	United Learning Trust	Section 5 (Graded)	27 th & 28 th Sept 2022	Requires improvement
Copnor Primary	LA	Section 5 (Graded)	8 th & 9 th Nov 2022	TBC
Mayfield School	LA	Section 5 (Graded)	15 th & 16 th Nov 2022	TBC
Meon Infant	Thinking Schools Academy Trust	Section 5 (Graded)	22 nd & 23 rd Nov 2022	TBC
Priory	Bohunt Academy Trust	Section 5 (Graded)	22 nd & 23 rd Nov 2022	TBC

3.4 St Edmund's Catholic Secondary **retained its Outstanding judgement** in the section 8 inspection, whilst St John's Cathedral Catholic Primary had a full section 5 and moved from Outstanding to Good, whilst being judged outstanding for behaviour and attitudes, personal development and early years.

3.5 Additionally, there has been some movement of other Ofsted judgements for schools' overall effectiveness, for example, Castle View has moved from Requires improvement to Good as has Westover, whilst Ark Charter and

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Beacon View Primary moved from Good to Requires improvement. Six Portsmouth schools have been judged by Ofsted during this period to remain **Good** for their overall effectiveness.

- 3.6 Whilst King's Academy Northern Parade Junior retains its judgement as a Good school, the findings of the Ofsted inspection determined an Outcome 3. The report states "There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection."

4. Ofsted inspections to July 2025

- 4.1 In November 2021, Ofsted committed to inspecting **all schools** between May 2021 and July 2025. To meet this commitment, they have changed their inspection schedule from September 2022 and will increase gradually the amount of graded and ungraded inspections carried out each year. This means that in the 2021/22 academic year, Ofsted will have inspected most of the good schools that were last inspected in the 2016/17 academic year, which is an extension of about 5 terms. From the 2022/23 academic year, Ofsted will work to gradually reduce this extension. In time, this will mean that Ofsted are likely to inspect good schools only 3 to 4 terms later than usual (so around 5 years after their last inspection). For subsequent inspections, Ofsted will return to inspecting good schools around every 4 years.

5. Overall summary

- 5.1 In Portsmouth, 90% of inspected schools are now either Good or Outstanding and 90.8% 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 changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.

.....
Signed by Director of Children, Families and Education

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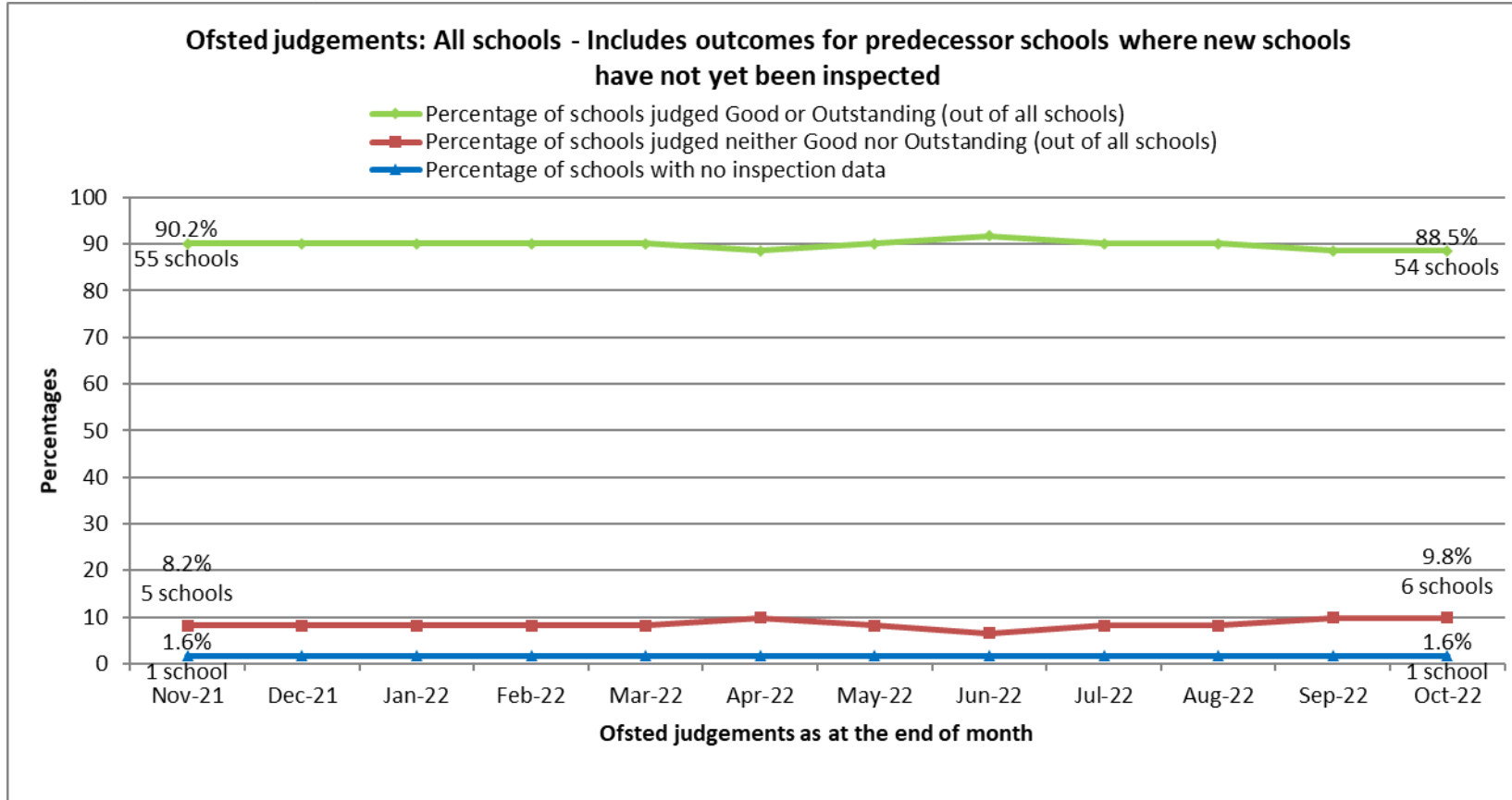
Appendices:**Background list of documents: Section 100D of the Local Government Act 1972**

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

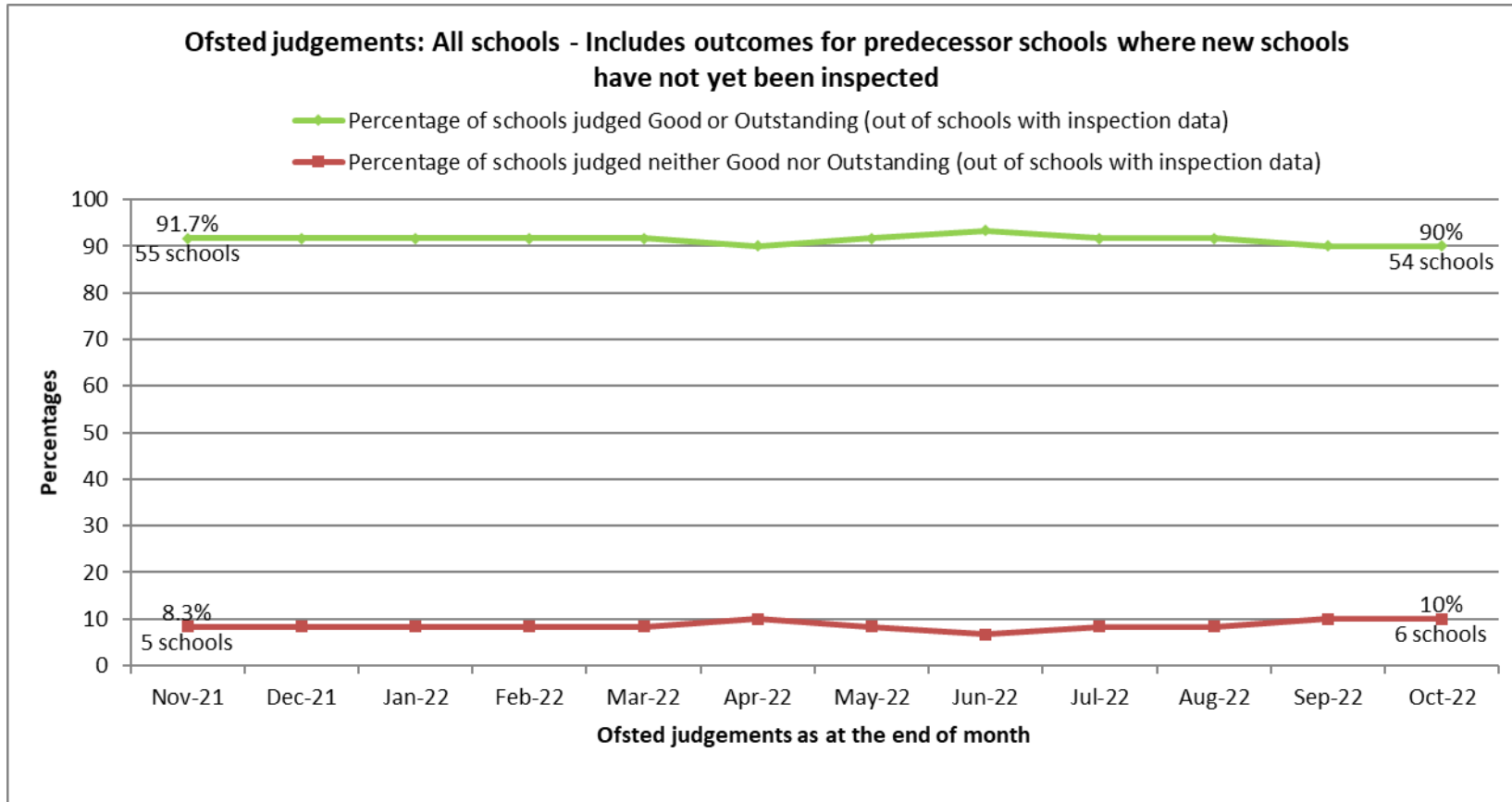
Appendix 1

Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



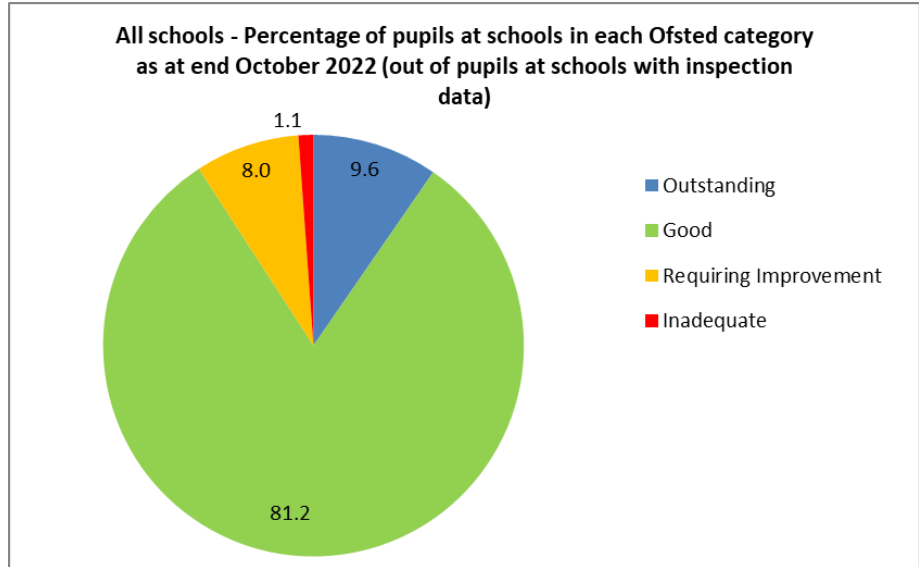
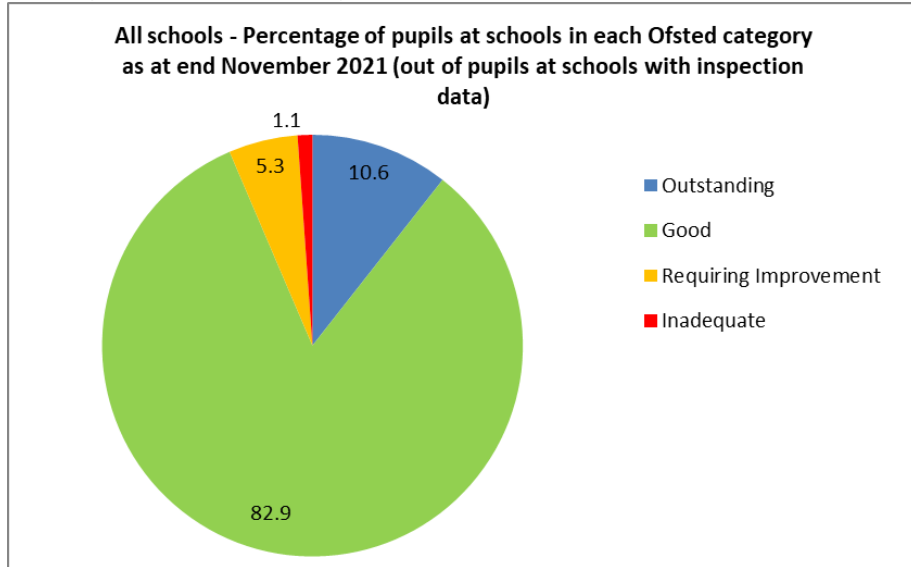
Percentage of schools out of all schools (including schools that have not been inspected yet).

Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



Percentage of schools out of schools with inspection data.

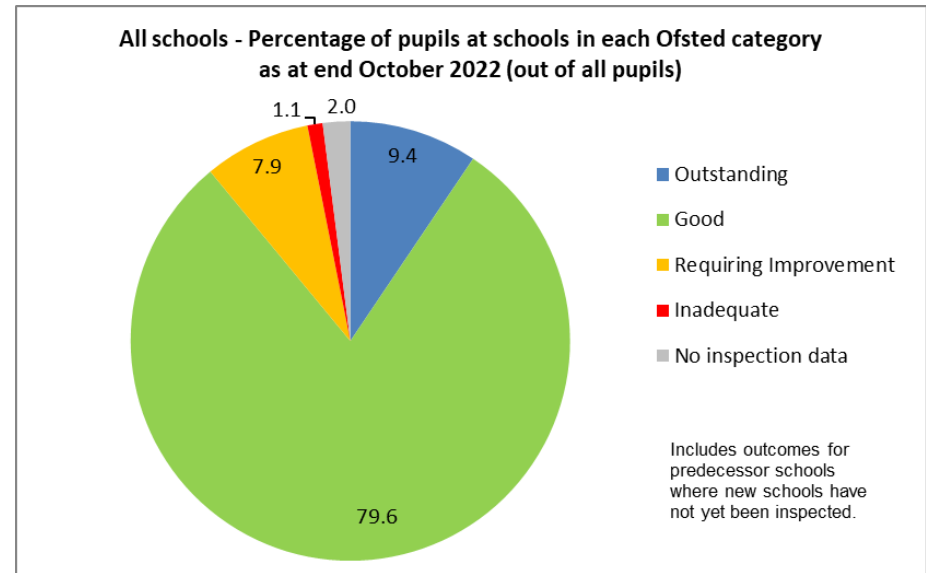
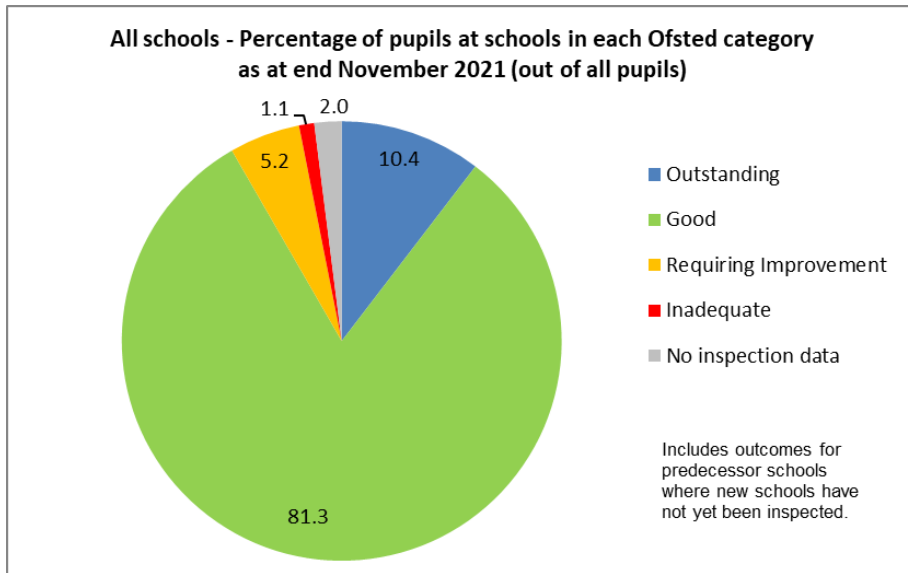
Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



Percentage of pupils at schools with inspection data only.

Please note that January NOR figures have been used to calculate percentages.

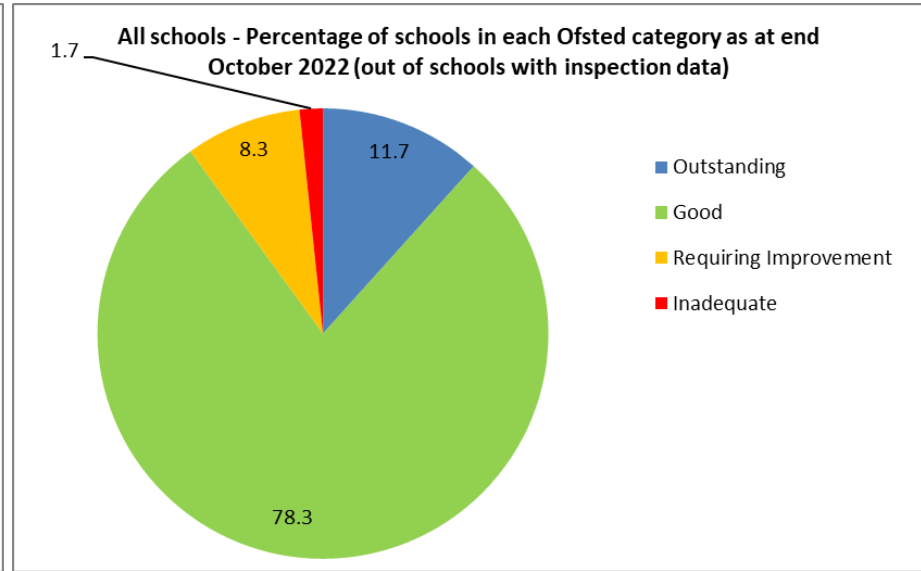
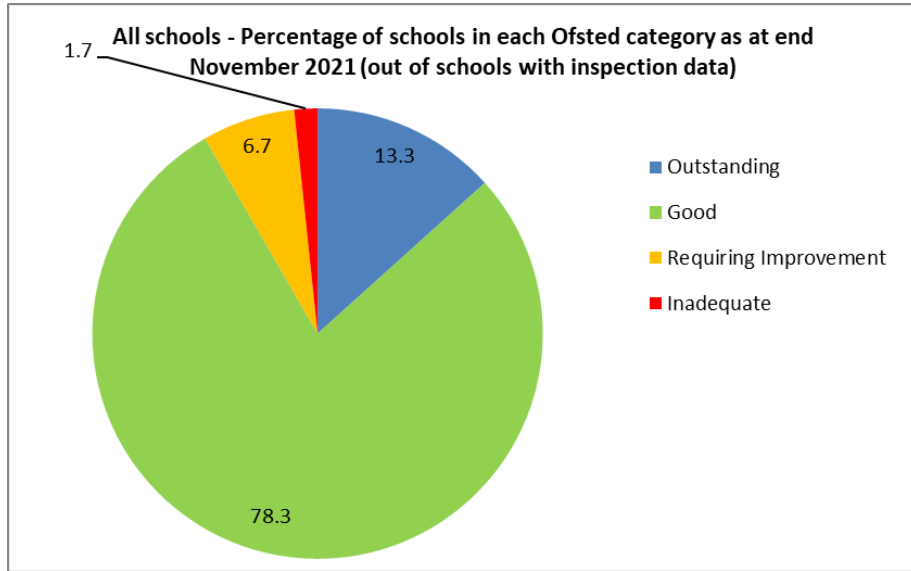
Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



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

Please note that January NOR figures have been used to calculate percentages.

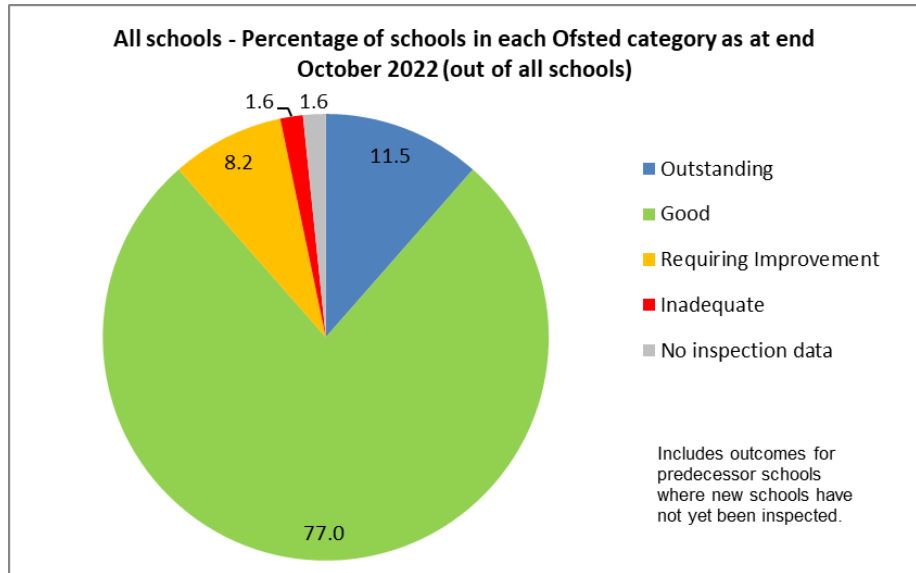
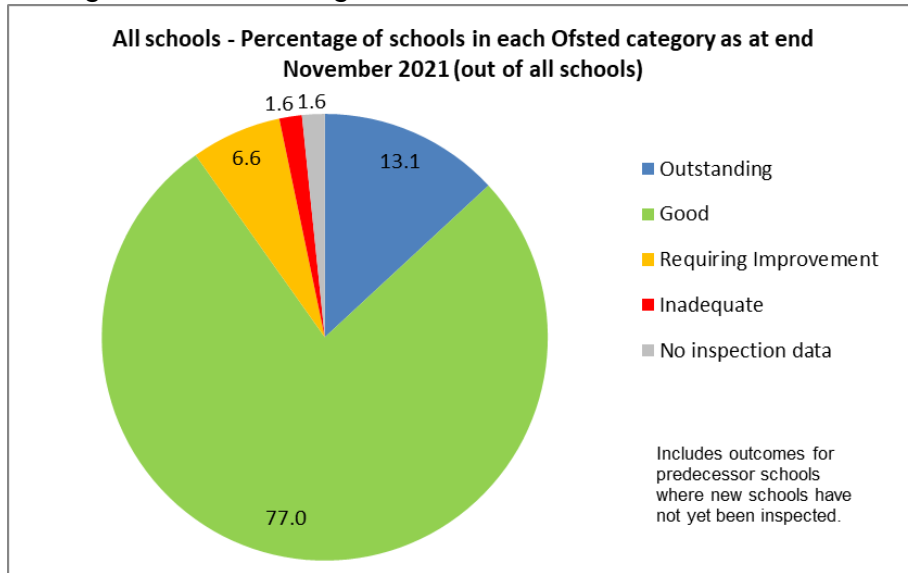
Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



Percentage of schools out of all schools with inspection data.

Please note that January NOR figures have been used to calculate percentages.

Changes in Ofsted Judgements from the end of November 2021 to the end of October 2022.



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

Please note that January NOR figures have been used to calculate percentages.

Portsmouth 2022 results

Brief headlines from the data

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Mike Stoneman
Deputy Director, Education

1st December 2022



Agenda Item 6

Portsmouth paradox

- 92% of schools judged by Ofsted to be Good or Outstanding - slightly above national average

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This testifies to the quality of education and inclusive practice in classrooms across our schools

- Yet outcomes at the end of KS2 and KS4 are in the bottom decile nationally for most performance measures

Context

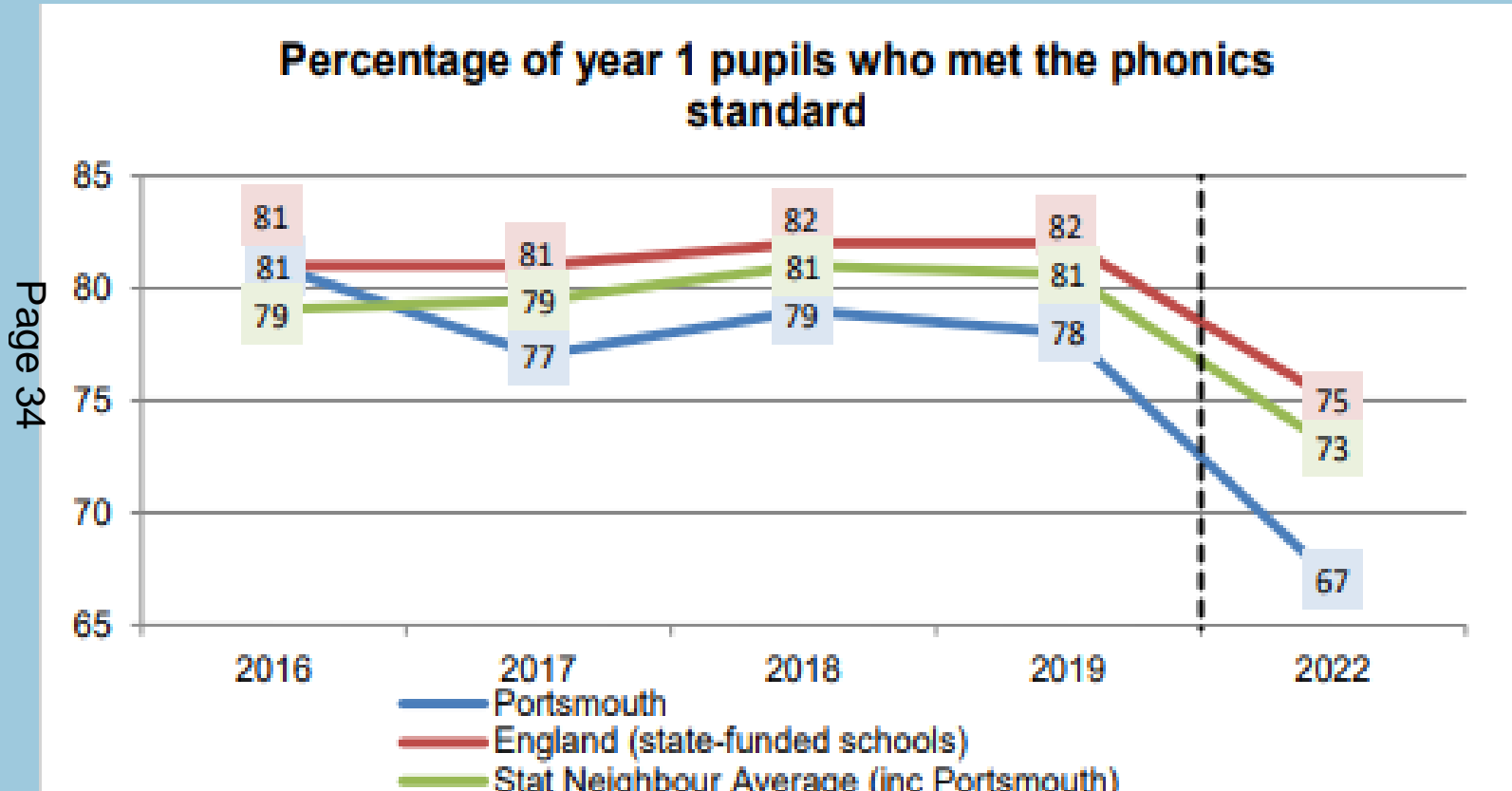
- 61 state funded schools - 46 primary; 9 secondary, 1 all through, 4 special and 1 UTC
- 70% of schools are in MATs; 14 MATs and one stand alone trust (UTC Portsmouth)

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27,000 pupils on roll of which (national figures in brackets):

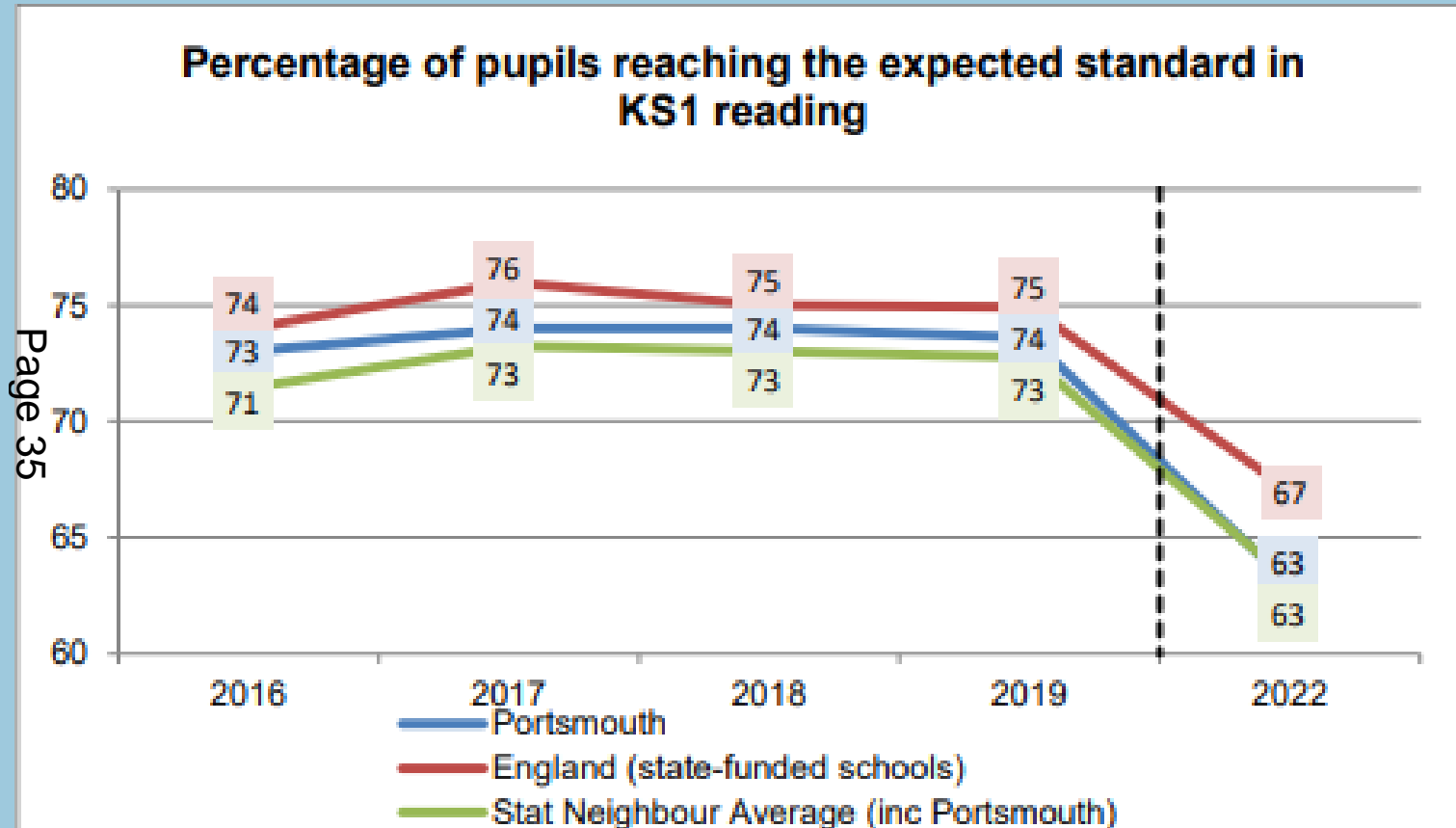
- 33% are eligible for free school meals - FSM (22%)
- 19% require SEN Support (13%)
- 19% have English as an additional language - EAL (17%)
- Portsmouth ranked 59th out of 326 local authorities in terms of most deprived

Yr 1 Phonics headline figures 2022

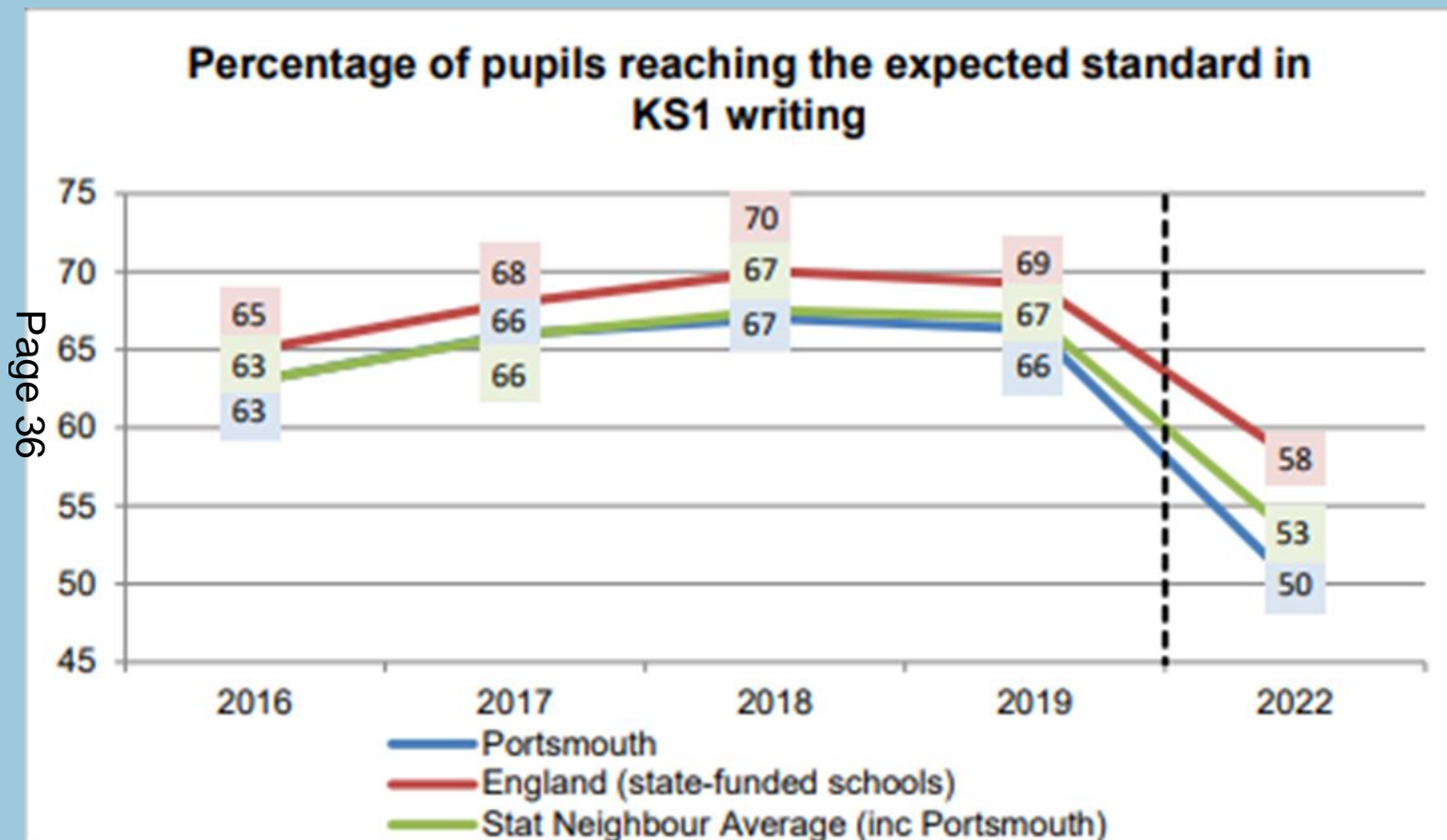


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KS1 reading expected standard

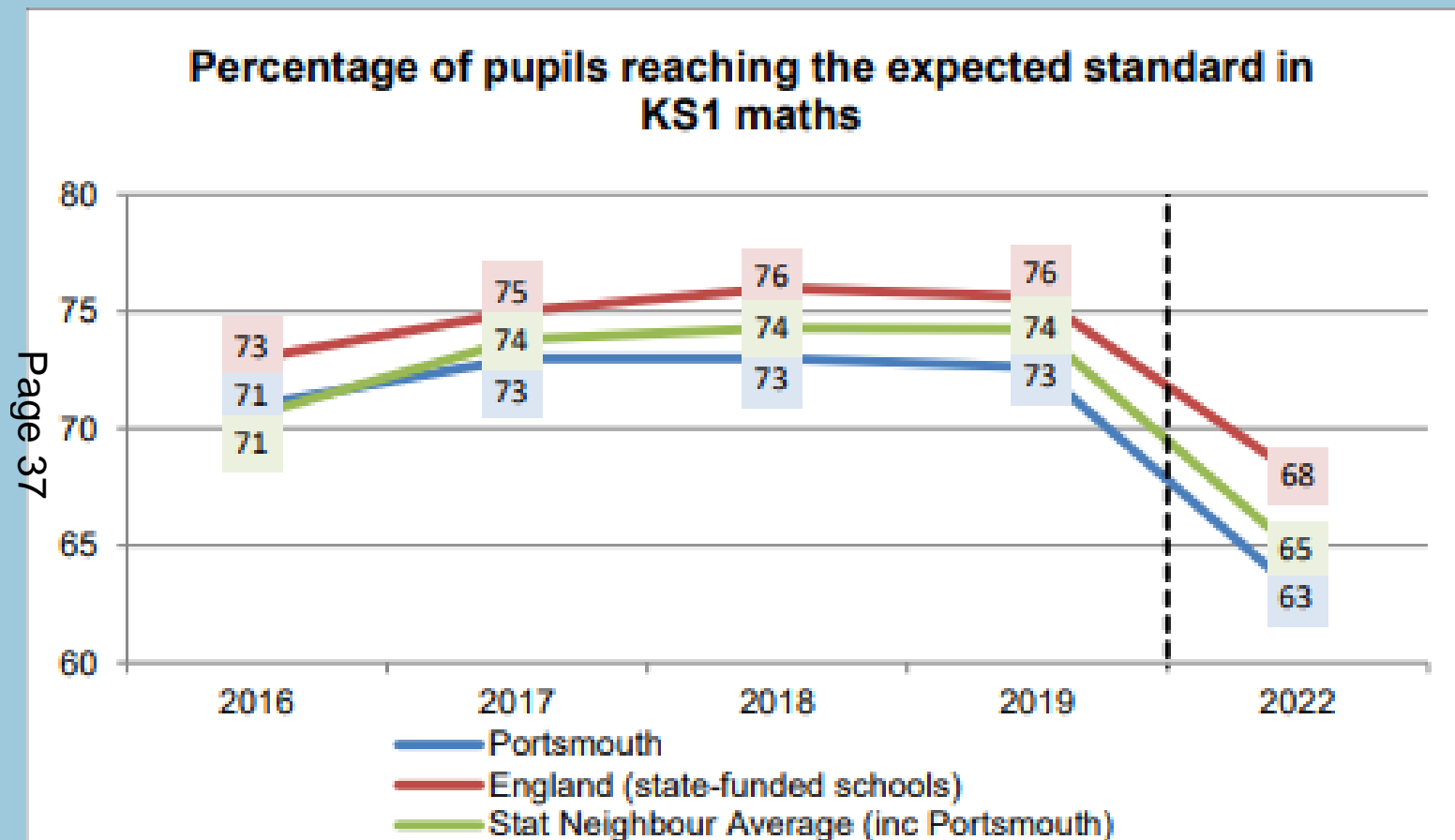


KS1 writing expected standard



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KS1 maths expected standard

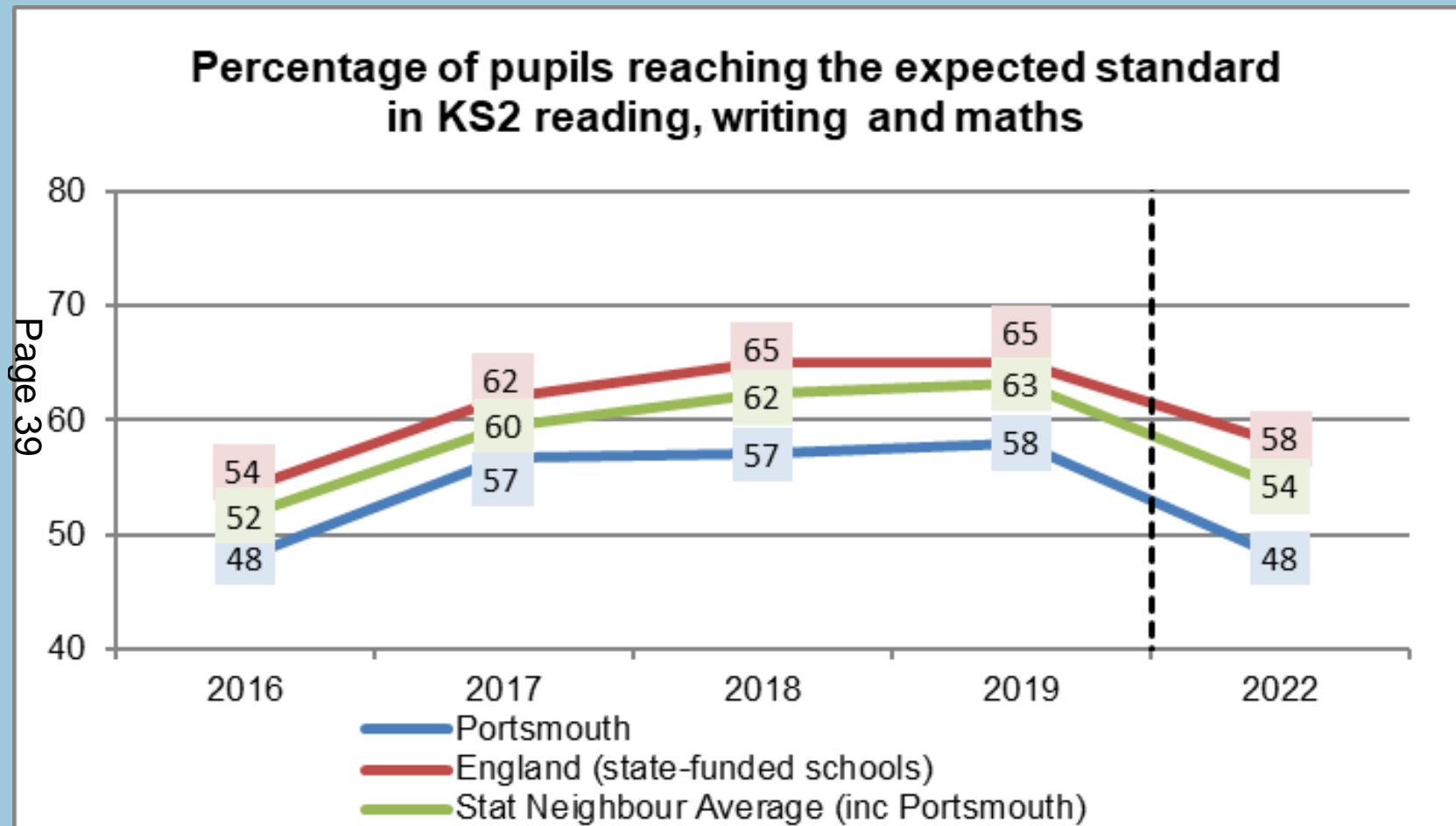


KS2 headline figures 2022 (provisional)

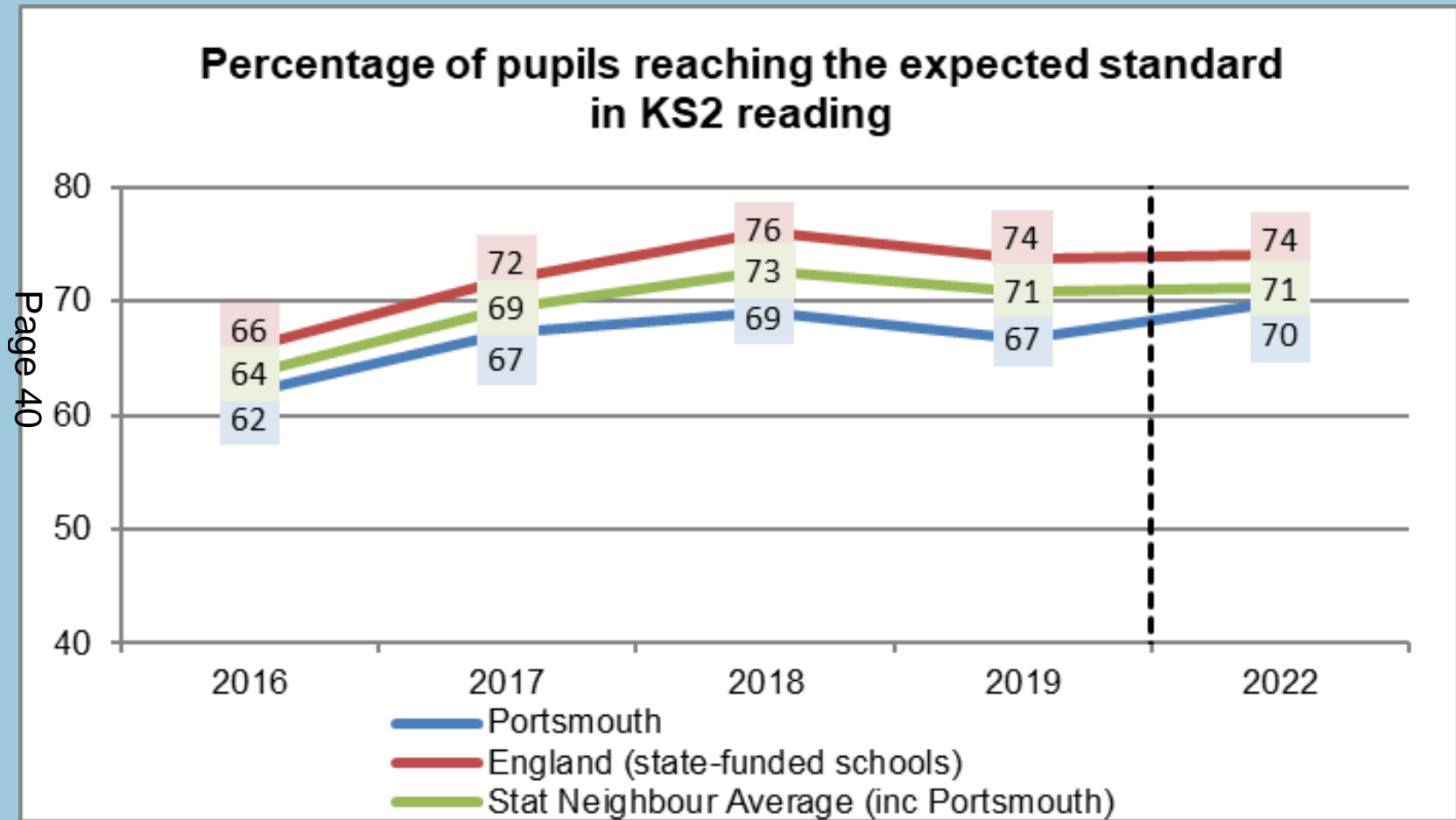
Caveat:

- DfE has advised on caution when comparing schools' performance in 2021/22 with 2019 results, or national or local authority averages due to the uneven impact of the pandemic on pupils and schools – the following slides however illustrate the challenge that Portsmouth faces.

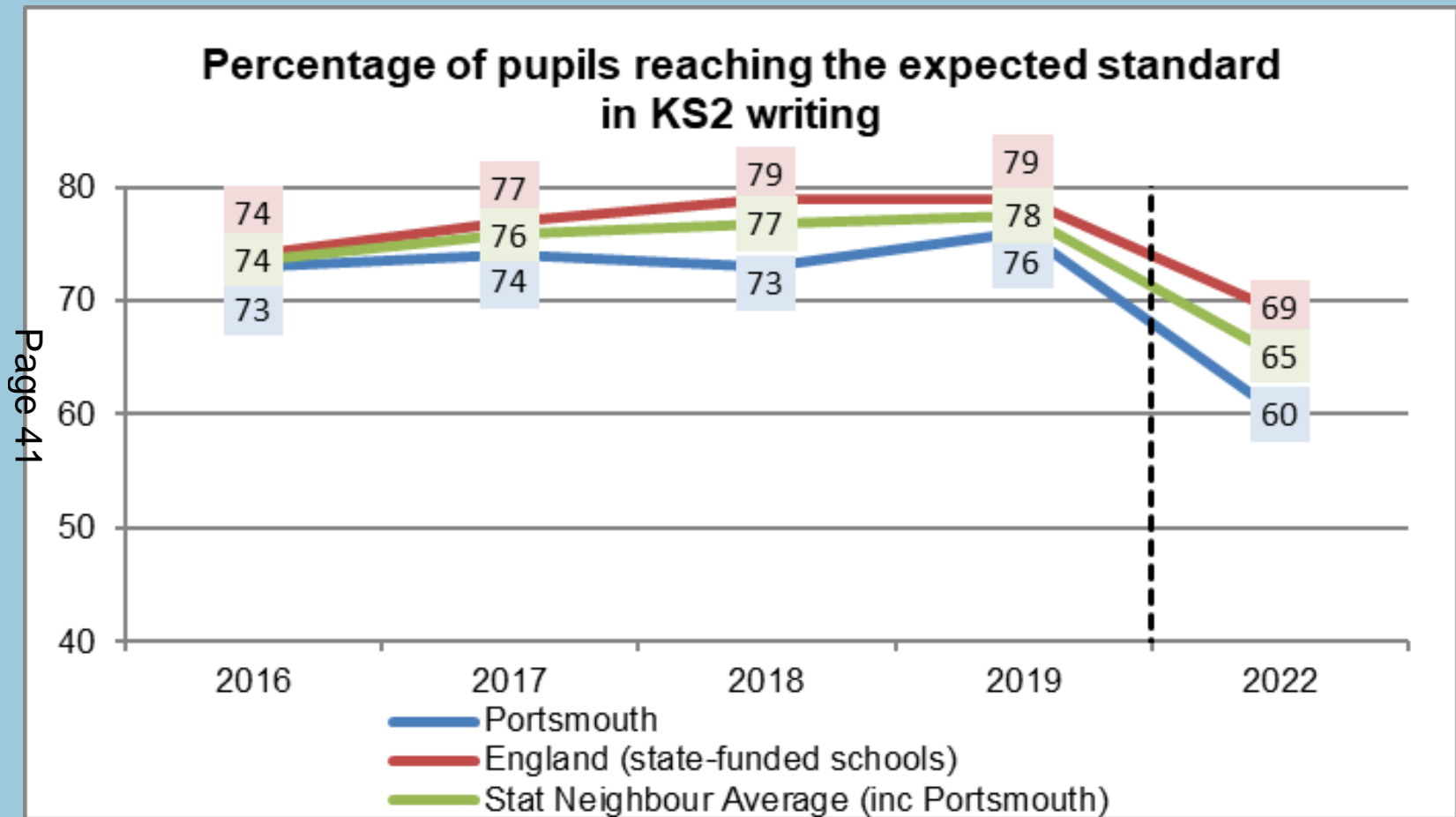
KS2 reading, writing and maths combined – expected standard



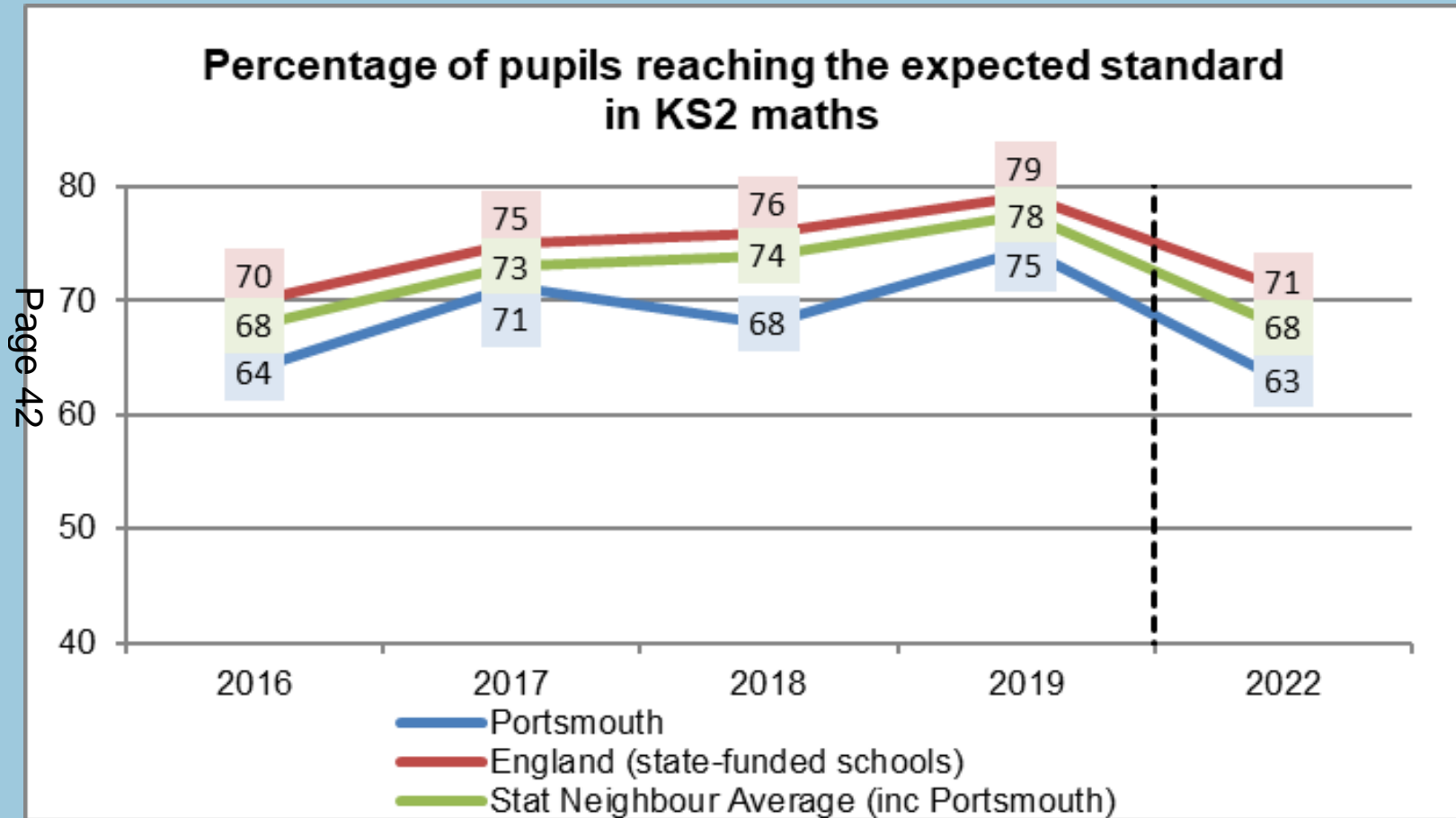
KS2 reading expected standard



KS2 writing expected standard



KS2 maths expected standard



GCSE headline figures 2022 (provisional)

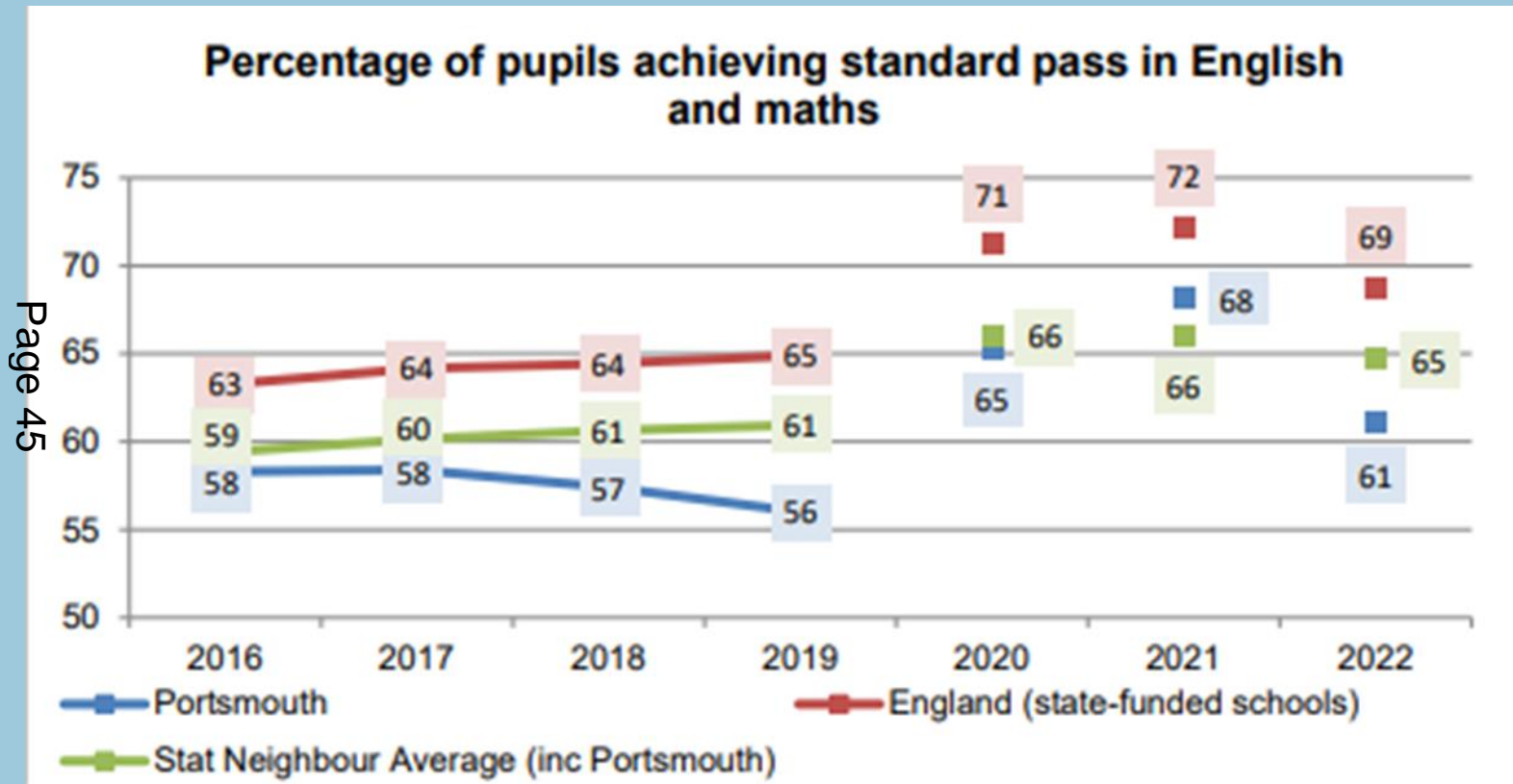
Overview:

- KS4 exams were cancelled in 2020 and 2021 due to the Covid-19 pandemic, and pupils were instead awarded teacher assessed grades. These are not comparable to exam results. The 2020, 2021 and 2022 cohorts will have been affected by school closures and absences due to illness or needing to isolate since March 2020.
- Ofqual announced that the approach exam boards took to grading in 2022 would reflect a midpoint between summer 2019 and 2021. Results in summer 2022 will be higher than when summer exams were last sat in 2019, but lower than in 2021, when grades were awarded by teacher assessment.

GCSE headline figures 2022 (provisional)

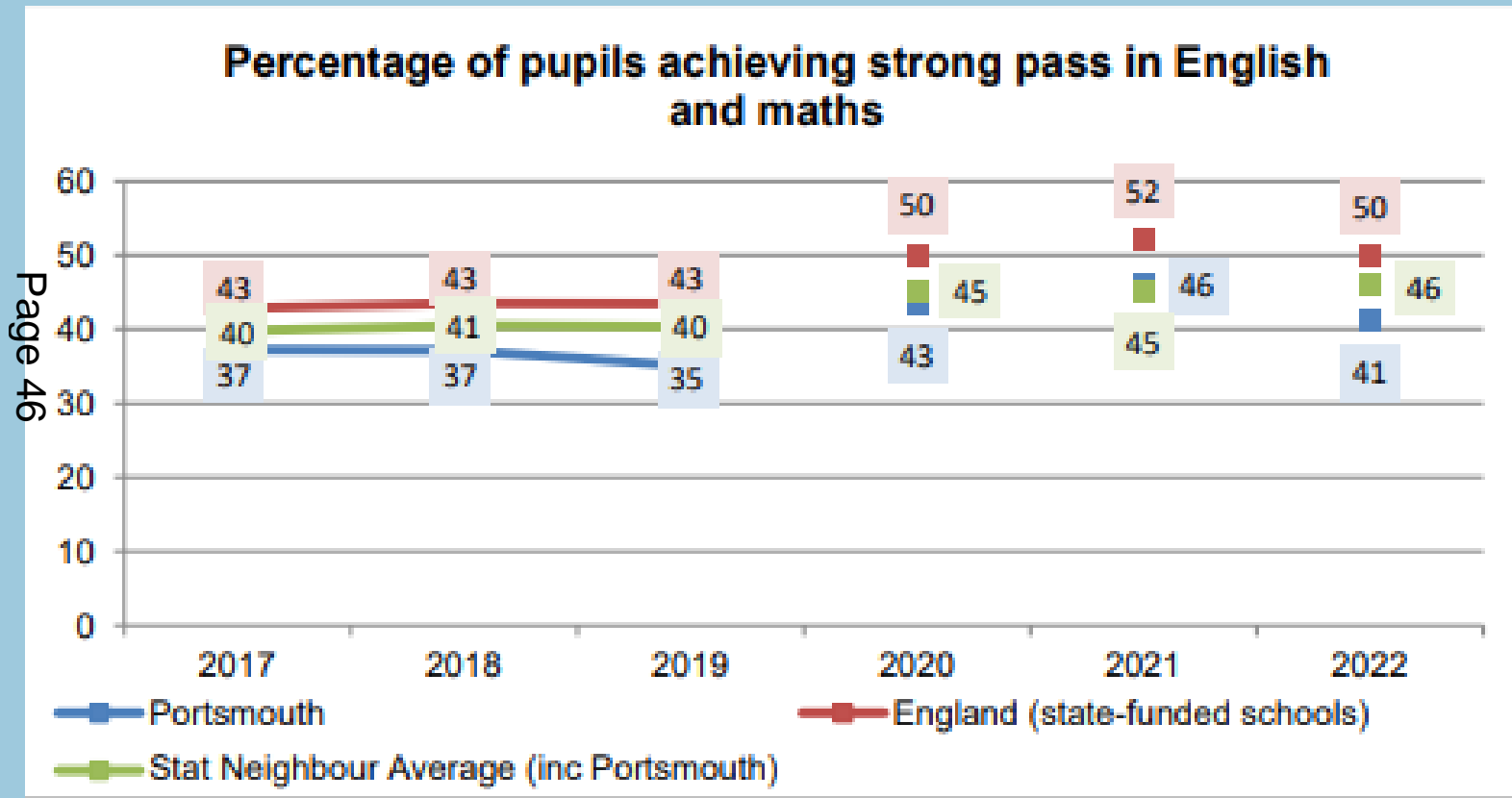
Provisional results	2019	2022	Difference (% points) rounded
Standard pass in both English and maths	56	61.1	5
Standard pass in English	67.8	72.2	4
Standard pass in maths	63.1	65.8	3
Strong pass in both English and maths	35	41.2	6
Strong pass in English	51.7	57	5
Strong pass in maths	40.4	47.2	7

Standard pass in English and maths



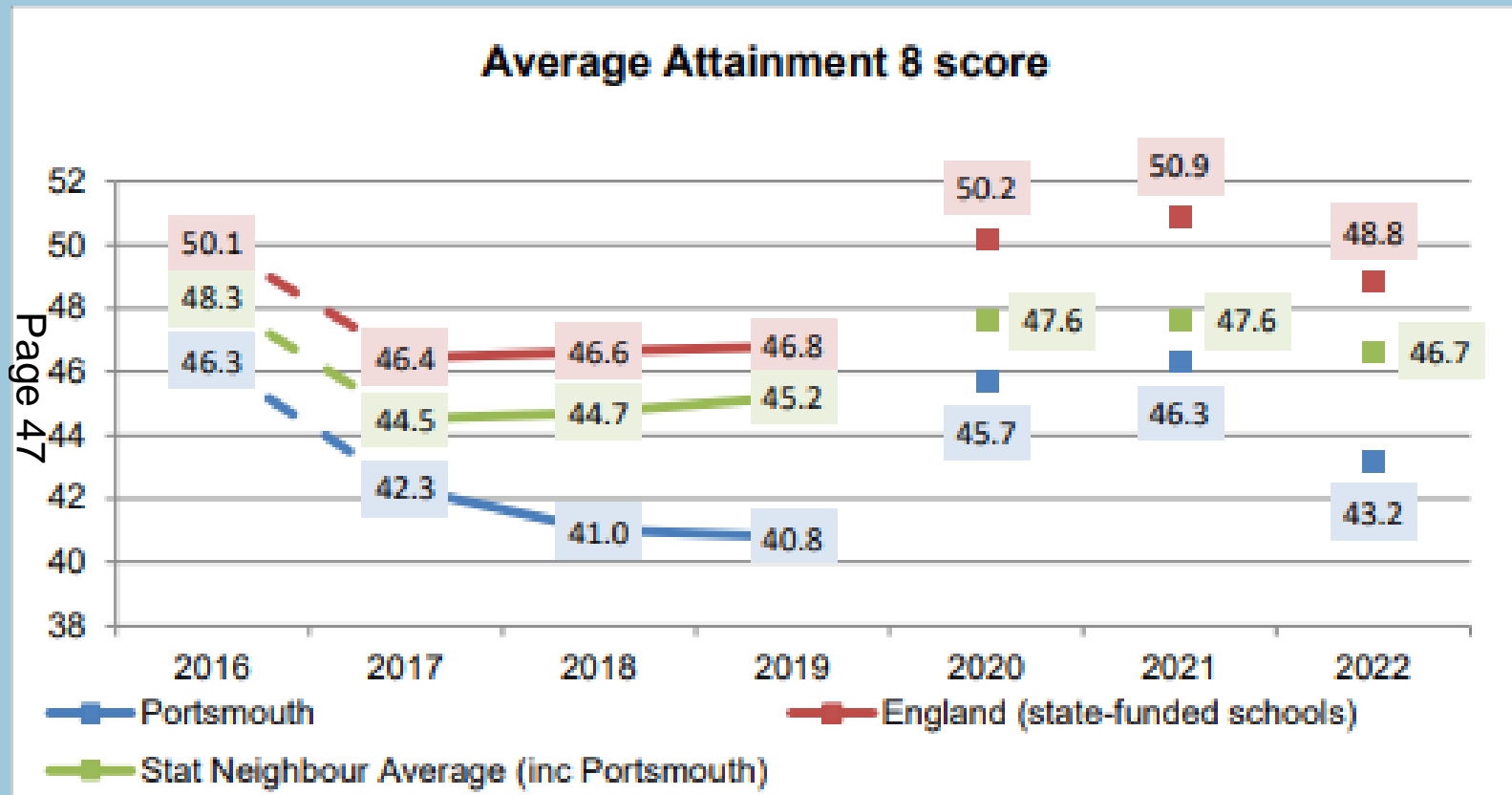
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Strong pass in English and maths

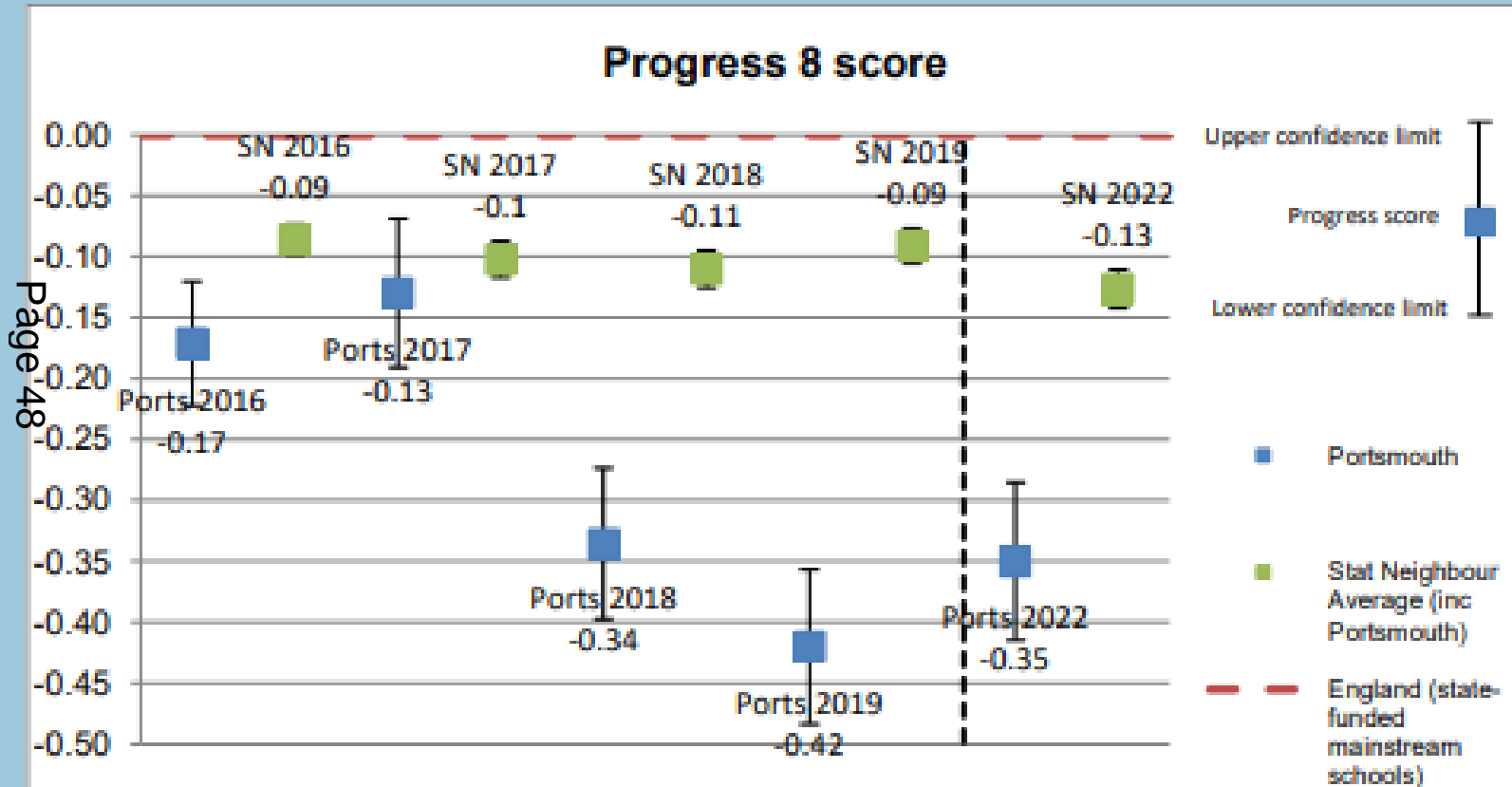


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Average Attainment 8 score



Progress 8 score



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Headline figures - post-16 participation 2022

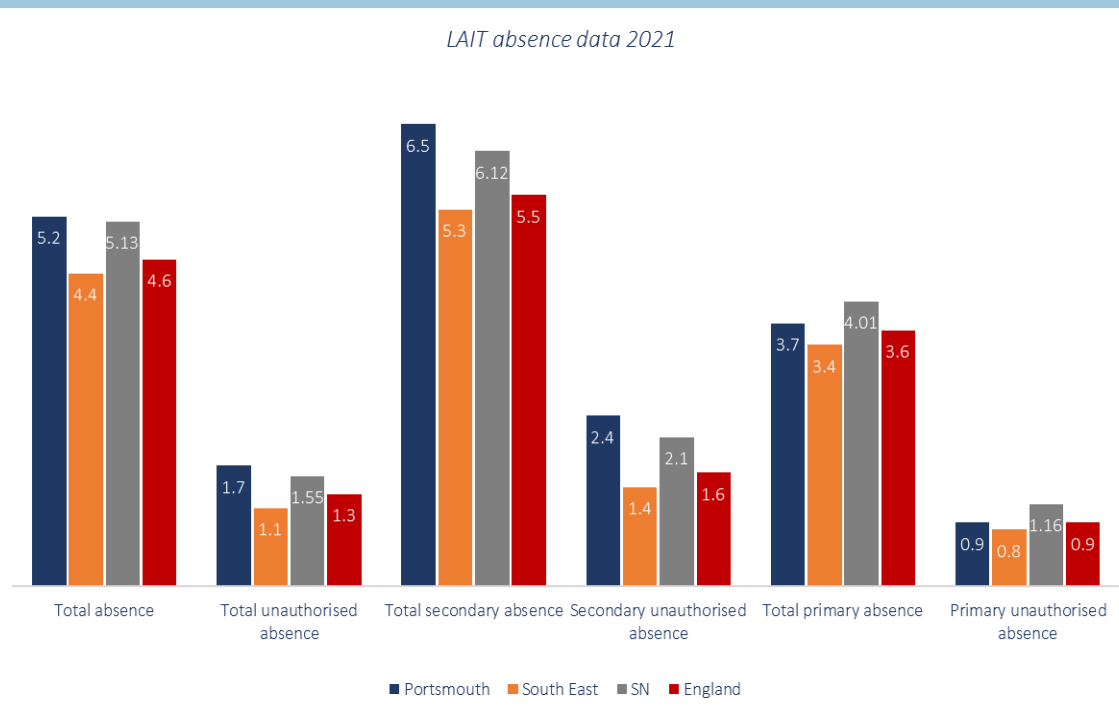
	2021/22 (3 month average Dec 21 - Feb 22)		
	Portsmouth	National	Stat Neighbour
Page 40 % of 16-18 NEET and unknown	5.2%	4.7%	5.5%
% of 16-18 NEET	3.8%	2.6%	3.6%
% of 16-18 unknown	1.3%	2.2%	1.9%

Attendance

Taken from Nexus: for autumn and spring term (academic year 21/22) National figures are estimates as at 07/09/22

	PCC	National	Previous year	Vs National	PCC Trend
Overall absence	8.10%	7.30%	4.60%	↑	↑
Authorised absence	5.80%	5.60%	3.20%	↑	↑
Unauthorised	2.20%	1.70%	1.40%	↑	↑
Persistent absence	24.20%	22.50%	11.60%	↑	↑

LAIT absence data 2021



Next steps and being a Priority Education Investment Area (PEIA)

- Our local improvement needs have identified 4 priorities
- Our delivery plan has been co-produced and widely negotiated on, however we need to be mindful of and take into account ...
 - Schools' capacity and initiative overload
 - How we collaborate across the PEP
 - How we sustain and embed this work
 - How we maximise the PEIA investment – alongside existing work and funding that is already in place

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Agenda Item 7



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Title of meeting:	Education Advisory Board
Subject:	Update on Portsmouth as a Priority Education Investment Area (PEIA)
Date of meeting:	1 st December 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 provides an update on the progress that has been made following the DfE designation of Portsmouth as a Priority Education Investment Area (PEIA).
- 2.2 The report sets out the background, ambition, requirements and processes that have been instigated across the Portsmouth Education Partnership in order to access the allocated local needs funding and the high level plans for how this funding will be utilised.

3. Background

- 3.1 In the Levelling Up White Paper (February 2022), the government identified **55 Education Investment Areas** (EIAs) to implement a package of measures to drive school improvement and improve pupil outcomes.
- 3.2 In the Schools White Paper (March 2022), the government identified **24 Priority Areas** for more intensive investment. They are a subset of EIAs and comprise of the 12 existing DfE Opportunity Areas and 12 other EIAs that have particularly low attainment and high rates of disadvantage.
- 3.3 The government's ambition by 2030 is for:
 - 90% of pupils meeting the expected standard in reading, writing, and maths combined at Key Stage 2, with an increase of over a third in the lowest performing areas

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- National GCSE average grade in both English language and in maths increases from 4.5 in 2019 to 5

3.4 The government is investing around **£42 million of additional funding for bespoke interventions to address local needs** in the 24 priority areas, of which £1.8m has been allocated to Portsmouth subject to the approval of detailed delivery plans.

4. The process

- 4.1 The DfE require **Local Partnership Boards to act in an advisory capacity**, bringing their expertise to identify local improvement priorities and develop a delivery plan, which will set out how DfE programmes and selected local programmes will lead to improved attainment at KS2 and KS4.
- 4.2 The **initial steps** are for the local partnership boards to complete a data-led analysis of **local needs** and contribute to the development of an evidence-based delivery plan (by end of November 2022) of how to invest their share of the £42m local needs fund.

5. Progress so far

- 5.1 In Portsmouth, we already have the structure of a mechanism by which to demonstrate governance and implementation for Portsmouth as a PEIA. The **Portsmouth Education Partnership** (PEP) will act as our PEIA Local Partnership Board. The terms of reference for this Board have been adjusted to reflect this.
- 5.2 A PEIA sub-group has been established, with representatives from the PEP Strategic Board, including from Multi Academy Trusts (MATs), our local Teaching School Hub (HISP), Dioceses and the LA. The sub-group was tasked with the following:
- **Data-led analysis** (completed)
 - Identification of 3 - 4 **local improvement priorities** (completed)
 - Development of a **delivery plan** which includes evidence-based interventions that will directly impact upon improved attainment and progress at the end of Key Stage 2 and Key Stage 4 (in progress, submission by the end of November 2022)
- 5.3 The DfE has informed Portsmouth that our share of the local needs funding will be £1.8M over 3 years.

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5.4 The 4 local improvement priorities that have been agreed are:

- Improve **early communication, language, and literacy**
- Secure a step change in attainment and progress in maths across all key stages
- Maximise the opportunities for learning through a continued focus on improving **school attendance** including reducing persistent absence and the use of suspensions and reduced timetables
- Ensure appropriate strategies are in place to improve outcomes for currently **under-performed groups**, including children eligible for free school meals, boys (particularly White British) and pupils with SEND

5.5 Each of the priorities above have been focused upon by smaller targeted groups of stakeholders to develop their part of the delivery plan. This has been done through a wide consultation with many stakeholders and in a variety of forums to ensure collaboration, consensus, and co-production. The PEP Strategic Board is holding an extra meeting on 24th November 2022, where the delivery plan will be finalised, agreed, and signed off for submission to the DfE.

.....
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

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