

Outline Education Strategy for Portsmouth (DRAFT for discussion - Version 1)

Our city: Our challenge: Transforming Life Chances

Portsmouth is a densely populated city with a vibrant, growing economy and high aspirations. The future opportunities and current development, and well-being, of large numbers of children and young people are enhanced every day by a dedicated, talented and diverse workforce working in a wide range of settings: in schools, early years settings and colleges, specialist institutions, clinics, clubs and in family homes. Children are expertly supported by skilled professionals - teachers, leaders, specialist NHS staff and many others, who go the extra mile on a regular basis to give them the best possible foundation for success in their lives. There are real strengths in the city, and many children leave education well placed to take advantage of the increasing opportunities created by the recent investment in, and strong economic development, of this area.

The city also faces a range of challenges, however. Nearly a quarter of the city's children live in poverty, with the figure even higher in some areas. Expectations of what young people can achieve - their own, their parents' and those of their community - can be too low. Data on educational attainment shows that Portsmouth is not improving quickly enough and that at ages 11 and 16, and from 16 to 19, outcomes remain below the national figures. In addition there is still too much variability both in our pupils' year on year outcomes and in terms of performance across the City. A step change is required in outcomes at all ages.

The educational landscape is continuing to change and evolve. This includes a sharper focus on accountability in an increasingly autonomous schools system, a significant increase in academies with nearly half of all schools in Portsmouth now being part of a Multi Academy Trust, and a shift in the responsibility of school improvement away from local authorities to a school-led system.

The **Portsmouth Education Partnership** has been set up to bring together Multi Academy Trusts, individual schools and academies, colleges and early years settings to drive improved attainment and opportunity for all children and young people across the city. The Partnership, and Portsmouth Children's Trust partner agencies, are determined to work together to achieve a step change in educational achievement and life chances for all young people.

This outline strategy document explains our approach. Our detailed plans are continually being updated so this is a high level summary with cross references and links to other documents and action plans.

Our shared values and commitment

As members of the Portsmouth Education Partnership, schools, academies, MATs, settings and colleges are committed to:

- Shared, joint accountability for improving standards and the educational outcomes and life chances of all children and young people educated in early years settings, schools and colleges in the city
- Promoting a culture of openness, trust and collaboration
- Putting the interests of children first at all times
- Adding value and maximising the use of available resources wherever possible

Vision and success measures

Our vision is that all children and young people in the city, whatever their background and circumstances, should be confident, resilient, enthusiastic and successful learners, achieving excellent qualifications. We want all young people to develop the self-belief and commitment to their own long term development which will enable them to make the maximum contribution possible to the economic, social and cultural life of their communities.

We can only achieve this vision by taking collective responsibility and co-ordinated action, and through the active support of all key partners who have an interest in and who support and work with children and young people.

A draft set of success measures is detailed below. [Appendix 1](#) provides a three year trend for a range of performance measures and how Portsmouth compares nationally including its LA ranking quartile. This has informed the success measures below.

- The **percentage of Portsmouth's schools judged good or outstanding** has improved substantially and is now in line with national. We will maintain this improvement and ensure that all schools are good or outstanding by xxx.
- There are no schools in Portsmouth that are below the **Floor Standards** for Key Stage 2 and 4. We will maintain this position and ensure that all schools improve their position in relation to Floor Standards.
- We will ensure that there are no schools categorised as '**coasting**'.
- At **Early Years Foundation Stage** we will seek to maintain and improve on our high ranking nationally for all pupils and improve results for SEN pupils and Boys to be in the top quartile of LAs by xx. The gap between disadvantaged pupils and their peers within Portsmouth will be closed to less than the gap nationally.

- At **Key Stage 1** we will seek to improve on our previously high ranking nationally for all pupils at expected standard (dip in 2016 under the new measures) and raise performance levels for greater depth in maths, reading and writing to the top 50% of LAs by xx. We will ensure the high ranking of results for all pupils is emulated in outcomes for SEN pupils and Boys. We will also seek to maintain our that Year 1 pupils are working at the expected standard for Phonics
- At **Key Stage 2**, our results are in terms of expected standard for reading, writing and maths are within the bottom 25% of local authorities for nearly all indicators. We will accelerate improvement so that all indicators are within the top 50% of authorities by xxx. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- At **Key Stage 4**, our results have improved in 2016 but remain within the bottom 25% of local authorities for all indicators. We will ensure improvement so that all indicators, including Progress 8 and Attainment 8, are within the top 50% of authorities by xx. Outcomes for disadvantaged pupils, boys and SEN pupils will see a halving of the gaps to their comparators.
- **Attendance levels** have improved but are still in the bottom 25% of local authorities and below national average. We will ensure that overall absence and persistent absent rates for all schools are better than national average by xxx.
- The number of **permanent exclusions** in schools as a % is very low compared to national averages but the number of **fixed period exclusions** remains in the bottom 25% quartile of local authorities. We will seek to ensure that the permanent exclusions remains very low and improve the measure for fixed permanent exclusions so we are in the top 50% of local authorities by xx
- **Participation in education and training at ages 16 & 17** has improved but is in the bottom 25% of local authorities. By xx we will improve performance by at least 5 points and be within the top 50% of authorities.
- **Achievement at age 19** has improved but results are still a long way short of national (up to 8 percentage points below). We will halve the gaps to national for achievement at Level 2, Level 3 and GCSE English & Maths (for those who didn't achieve at age 16) by xxx.
- There are currently **sufficient school places** for both primary and secondary, but the surplus of school places for primary remains tight (1-2%) and places for secondary schools are due to run out by 2020. We will ensure that the availability of places for primary improves with a surplus of above 3% and that plans are implemented to address the forecast pressure on secondary places so that a minimum 3% surplus can be achieved.

Key themes and priorities

The strategy is based on six key themes with a set of priorities within each theme. As set out above the strategy is linked to a number of other strategies and actions plans and these are cross referenced where appropriate.

1. Planning, collaboration, challenge and support
2. The best teachers, leadership and governance
3. The right curriculum 2-19
4. The right environment for learning: resilience and attendance
5. Meeting the individual needs of children and young people
6. Enlisting and contributing to the local community

1. Planning, collaboration, challenge and support

To make the step change that is required to improve standards and accelerate the progress of our pupils' will require a collaborative approach that acknowledges the changing educational landscape and the limited resources of the Local Authority for school improvement. The Partnership is keen to harness the collective resource that is available in the City in a way which adds value and supplements the work that goes on in individual schools and through Teaching Schools and Multi Academy Trusts.

The Partnership has embarked on a **collaborative programme of school improvement** led by the PEP Operational Group that embeds shared values and builds on the historically strong relationships between the Local Authority and the education sector in Portsmouth, supplementing, without duplicating, work, within MATs. The Partnership is establishing clear and accountable arrangements to support sector-led school improvement and capitalise on potential economies of scale. It is providing a structure to support the transition from Local Authority to sector led school improvement arrangements. The Local Authority will continue to deliver its statutory duties in relation to school improvement so long as they continue to exist but in the context of a move to schools led self-improving system supported by effective system leaders and curriculum/subject networks and continuing professional development (CPD) which encourages school to school support and local and external peer review.

The Local Authority is working closely with the Regional Schools Commissioner to oversee a **smooth transition towards academisation** and will look to capitalise on the opportunity to increase the capacity for sector led school improvement through Multi Academy Trusts and the establishment of a second and third teaching school in the City, as well as addressing long standing structural issues in terms of transition dips (infant, junior, primary, secondary and post-16) through vertical alignment where appropriate.

Key priorities:

- Working with the Regional Schools Commissioner (RSC) to develop Multi Academy Trust (MAT) arrangements in Portsmouth which are best suited to achieving rapid improvement in educational attainment in the city
- Working with the RSC, system leaders, Teaching Schools, schools and MATs in the city to create arrangements through which all schools experience on a regular basis both high challenge and high support that is well targeted to meet their needs
- Ensuring that the school improvement support available to schools across the city is effectively prioritised and co-ordinated, based on a sound collective analysis of strengths and weaknesses
- Improving outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, boys and SEND
- Building on existing strengths making effective use of available school performance data, information and predictions and systematically analysing data in order to identify priorities and ensure that appropriate challenge and support can be given to school leaders and governors
- Where necessary making effective use of the LA's and RSC's statutory powers of intervention in order to bring about a significant improvement in school performance

2. The best teachers, leadership and governance

We know that improvements will only be achieved where there is strong leadership and governance in our schools, which promote and secure excellent teaching in the classroom, with a focus on narrowing achievement gaps that arise from disadvantage or vulnerability.

We also know that the recruitment and retention of teachers and leaders is a significant issue for Portsmouth. Maths, physics and languages are among the subjects where there are particular recruitment pressures.

Nationally, around 10,000 heads, deputies and assistant heads are aged 55 and over and many will be retiring over the next few years. Filling headship vacancies is already a particular challenge in the primary sector.

It is vital therefore that as a city we are able to attract and retain talented teachers and leaders and to develop a succession of great leaders underpinned by continuing professional development.

Key priorities:**Leadership**

- Working with the Teaching Schools and MATs to develop a workforce strategy that includes a focus on the recruitment and development of school leaders and the increased deployment of system leaders (NLEs, LLEs and SLEs) across the city

Governance

To be completed

Initial Teacher Training

- Seek to increase the supply of places at Portsmouth's schools for initial teaching training
- Improve the co-ordination/coherence and impact of initial teacher training in Portsmouth

Teacher recruitment

- Continue to deliver and expand annual teacher recruitment fairs - more targeted approach
- Develop promotional literature to promote teaching opportunities in Portsmouth and encouraging teachers to apply for local positions
- Investigate how teachers can be supported to re-locate to the City
- Explore and publicise incentives that might attract teachers to Portsmouth (including teacher 'returners')
- Agree key shortage areas that require a more focussed approach (specific subject areas, senior/middle leadership, etc.), and take appropriate actions to address the shortages.

Teacher retention

- Investigate the issues and share good practice in order to help improve the retention of teachers in Portsmouth

3. The right curriculum 2-19

There have been significant changes to curriculum and assessment in primary and secondary education alongside new accountability measures; all of which have been implemented at a bewildering pace, not to mention the changes and proposed changes in post-16 education and the dramatic rise in apprenticeships.

This level of change requires schools to make a huge and sustained investment in teacher development particularly as it can take four or five years for teachers to fully embed curriculum change in the classroom.

The Partnership has identified English and maths as a key priority for 2016/17 with Modern Foreign Languages not far behind. The Teaching Schools and Solent Maths Hub will be taking a strong lead in these areas.

The University Technical College, opening in September 2017, has the potential to stimulate and strengthen science, technology, engineering and maths (STEM) education across the city.

Key priorities:

English

- Collaborative network meetings and CPD for English leads

- CPD for English specialists for all phases, especially focusing on: KS2 reading

Maths

- Collaborative network meetings and CPD for maths leads
- CPD for maths specialists for all phases, especially focusing on: teaching for mastery; deepening understanding in primary maths; pedagogical and subject knowledge; and mathematical reasoning at KS3
- Support with the new GCSE and secondary curriculum
- Extensive professional development in Early Years maths

Modern Foreign Languages

To be completed

STEM

To be completed

Post-16

To be completed

4. The right environment for learning; resilience and school attendance

Emotional health and well being

Meeting the emotional and well-being needs of children and young people is crucial, not least in order for them to be able to learn effectively. We believe that well being, both for children and young people, and for our teachers and leaders, needs to be at the heart of all that schools do.

Improving the mental health of our children and young people is a priority nationally and locally. The national "Future in Mind" report in 2014 highlighted the need for a fundamental shift in culture to focus on the prevention of mental ill health, early intervention and recovery. In Future in Mind the government set out its vision to promote, protect and improve our children and young people's mental health and wellbeing.

Our local transformation plan outlines how we will deliver the Future in Mind outcomes in our City. The way that local services are delivered is being reviewed and additional funding has been secured to transform service provision. As part of this key partners are working on a whole school approach to promoting good mental health. A Whole School Well Being and Resilience Strategy will shortly be published, building on the strong work already being done in many schools across the city. It will provide guidance and resources for all schools, including on how schools can contribute to the implementation city wide of restorative approaches to strengthening the resilience of children and young people. Its implementation is a key element of this wider education strategy.

Meeting the emotional needs of children and young people is, of course, the shared responsibility of families, schools and a range of key partners. The role of parents and carers, in particular, is of course central. Portsmouth settings and schools value highly their partnership with parents and carers and there is excellent work by schools in the city to support families which are struggling to support their children effectively. The Partnership and Children's Trust recognise that this work by schools is essential in order to remove barriers to achievement for children and young people, as well as to safeguard them and promote their health and wellbeing. Support and guidance for schools in this work, including peer supervision for pastoral staff, is available through the three Multi Agency Teams operating in the city. Multi Agency Team members also work directly with some young people individually and with families, either as targeted "early help" or within the statutory child protection framework. The Children's Trust Prevention and Early Help strategy [\[link\]](#) sets out the approach taken to supporting families in the city.

School attendance

Attendance in schools continues to improve but levels of attendance remain below national averages. An Attendance Strategy is in place ([provide link](#)) and the implementation is monitored by the work of the Behaviour and Attendance Group (BAG) which now sits under the auspices of the Portsmouth Education Partnership

By not attending school regularly children and young people are leaving themselves vulnerable to risks which can reduce their life chances. Furthermore, it affects the ability of schools to set high standards and an appropriate pace of work for other children and young people.

Schools have a key responsibility to motivate children and young people so that they attend school regularly. Those responsibilities of course extend to parents/carers but also to other agencies in the city who are working to support families and who take very seriously the need to ensure that children and young people engage fully in education and training. The parents and carers of all young children will be encouraged and supported to access as much early years education as possible. Ensuring good attendance at school is a key priority, against which the work of all agencies will be assessed, and all agencies undertake to support parents to ensure that children's learning is given top priority so that their life chances can be maximised.

Key priorities

- Implementing the Portsmouth Whole School Well Being and Resilience Strategy
- Implementing the Portsmouth School Attendance Strategy
- Ensuring the contribution of all Children's Trust partner agencies to promoting emotional well-being and school attendance is monitored and reviewed on a regular basis
- Implementing the Portsmouth Children's Trust Early Help Strategy; developing further the support provided to schools by the Portsmouth Multi Agency

Teams in the North, Centre and South of the city in their work to strengthen the resilience and ambition of children, young people and families.

5. Meeting the needs of children and young people

Special Education Needs and Disabilities

Children's needs differ and to learn effectively children's individual needs, in all areas, must be met. A significant minority of children have special educational needs which require careful assessment by specialist professionals from a range of agencies. A detailed city wide SEND strategy [\[link\]](#) was recently agreed by the Portsmouth Children's Trust Board. Effective implementation of this strategy, including strong partnership with parents and carers, is a priority for all agencies. The strategy includes plans for the development of specialist provision and support to schools.

Key priorities:

- Effective delivery on a consistent basis of the agreed "ordinarily available provision" within mainstream schools for children and young people with SEND
- Remodelling of local special school provision
- Effective partnership based commissioning of Alternative Provision, consistent with the agreed pathway for children and young people with Social, Emotional and Mental Health (SEMH) needs
- Ensuring strong communication and partnership working at all times between schools and parents of children and young people with SEND, strengthening the capacity of families, as well as schools, to meet their children's needs

6. Enlisting and contributing to the local community

Many organisations and individuals in the city provide invaluable opportunities, experiences and support for children and young people of all ages, working with settings, schools and colleges. City businesses provide work experience, mentoring and sponsorship. Voluntary organisations provide much needed opportunities, such as the sports activities run by Pompey in the Community and support, such as programmes offered by Barnado's, Motiv8 and Enableability. Churches open up their buildings and welcome children and young people for services and concerts. The city's Music Service provides a rich variety of activities, operating across virtually all city schools.

Children and young people make a contribution, equally, to the lives of their communities: getting involved in activities to support older people, raising funds and participating in community events.

Key Priorities

- Stepping up the number of volunteers in schools?

- Mentoring?
- Inter-generational projects?
- Contribution by local businesses to work experience and careers guidance?