



**An education strategy  
for Portsmouth 2017 - 2020  
*Pulling together - achieving more***

# 1. Context

Portsmouth is a densely populated city with a growing economy and high aspirations. The city has a proud history of industrial and technological innovation, linked particularly to its docks and its deep continuing ties to the Royal Navy. Regeneration over the last 10 years has brought significant physical development, enhanced tourism and a raft of new enterprises. Over the next ten years thousands of new jobs are expected to be created in the city, concentrated in a number of key sectors including advanced manufacturing and engineering, marine technology and tourism.

The challenges for education in the city are clear. Nearly a quarter of the city's children live in poverty, with the figure even higher in some areas. There is long standing under achievement particularly by White British boys. One fifth of pupils are from black or minority ethnic groups with most of these speaking English as an additional language; over 100 languages are spoken by pupils attending Portsmouth's schools. Expectations of what many young people can achieve - their own, their parents' and those of their community - are often too low.

Whilst the challenges are significant, the city benefits greatly from a dedicated, talented and diverse workforce within education and children's services who are passionate about improving life chances for children in the city. Children are expertly supported by skilled professionals including teachers, school and college 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. The result is that despite the challenges, many Portsmouth children leave education well placed to take advantage of the increasing opportunities created by the recent investment in and strong economic development of the area.

Data on achievement levels shows clearly that many young people are much less well placed, and significant improvement is still required to match the levels of performance achieved in other parts of the country with similar challenges. In recent years, however, strong leadership has begun to make a real difference to achievement levels across a number of city schools, academies and colleges. While progress is not yet consistent across the city, there is growing confidence that a relentless focus on the quality of teaching, setting higher expectations and building the resilience of children and young people and their families can change more lives and increasingly build the strong culture and expectation of success which the city needs.

Together with this confidence there is also widespread recognition that the biggest gains will be made by developing a strong collective schools led **improvement system** for the city in which:

- All schools receive regular constructive challenge and support from highly skilled education professionals, so that they are helped to match the best anywhere in the country
- All schools can exploit to the full, the advantages of their proximity to each other, for rapid and easy access to appropriate local expertise and moral support

- All schools can help to shape effective city-wide policies and services designed to provide targeted support where required for individual children, including those with special educational needs, and to build resilience and commitment to education across their shared community.

There are two important vehicles through which education leaders in the city are collaborating to create this new improvement system. These are:

- a) The Portsmouth Education Partnership
- b) Strong and effective Multi Academy Trusts

## **The Portsmouth Education Partnership (PEP)**

The Portsmouth Education Partnership (PEP) has been set up to bring together Multi Academy Trusts, individual schools and academies, colleges, early years settings, the Regional Schools Commissioner, the University, the Dioceses, the EBP and Portsmouth City Council to drive improved attainment and opportunity for all children and young people across the city. The development of the Partnership was supported by significant engagement with schools over the spring and summer of 2016 and a review of models in other areas of the country. It was launched in November 2016 and its initial operation debated further at a workshop for all schools in the city in February 2017. The Partnership remains under development with plans this year to extend the involvement in its activities of different sectors and individuals, and for new communication and practice sharing tools. Development will also continue to be informed by practice elsewhere and all ideas and suggestions are very welcome. To contribute ideas please get in touch with the Partnership by emailing: [pep@portsmouthcc.gov.uk](mailto:pep@portsmouthcc.gov.uk)

This new education strategy has been drawn up through the Partnership. It explains the actions that are being taken to address together key priorities for the city. Our detailed plans are continually being updated so this strategy sets out a **high level summary of strategic objectives and key priorities** with cross references and links to other documents and action plans.

The PEP is linked to the overarching Children's Trust arrangements for Portsmouth which bring together all agencies whose work affects the lives of children, young people and families, including: social care, the NHS, the Police, DWP, the voluntary sector, Solent LEP and others. As a key priority for the city, all Children's Trust partners are determined to work together to achieve a step change in educational achievement and life chances for all young people. The contributions of partners are reflected in the detail of this strategy.

## **Multi Academy Trusts (MATs)**

In Portsmouth, all schools are encouraged over time to become part of a strong Multi Academy Trust (MAT). Through MATs schools are able to receive stronger support and challenge, and closer collective development with other schools, than has been possible through the local authority alone, particularly as funding for the school improvement role of local authorities has reduced. The best MATs, working not in isolation but within a strong, wider partnership and accountability

framework, provide a robust and resilient operating framework for individual schools.

National advocacy of the academy model has not always represented accurately the position of local authority maintained schools or recognised the positive relationships between those schools and their local authority over many years. Evaluation of the model has been complicated by the starting points of many individual academies and the evolution of MATs in recent years. MATs have also on occasions been in competition with each other, and have not always worked closely together. These factors have inevitably affected perceptions of the potential value of the model. In Portsmouth, however, there is an increasingly widely shared consensus that, especially when operating as part of an effective city wide education partnership, the MAT model - both in principle and on the basis of local evidence of impact to date - offers the best prospect of achieving the step change in success for young people which all partners agree is needed.

The City Council and the Regional Schools Commissioner are currently working together on the development of MATs for Portsmouth with the aim that all MATs operating in the city:

- Act as strong engines for school improvement, bringing in support and challenge from outside the city as well as from within
- Promote the smoothest possible transition for children and young people between different stages of education
- Are committed to inclusive practice which enables all children and young people in the city to succeed, supporting academies to work together with other academies in the city to ensure no one falls through the net
- Are committed to working together creatively, through the Portsmouth Education Partnership, for the benefit of children and young people

## **2. Shared values and commitment**

As members of the Portsmouth Education Partnership - schools, academies, Multi Academy Trusts, colleges and post-16 providers, early years settings, the University, Teaching Schools, the Education Business Partnership, the Local Authority, the Regional Schools Commissioner and Dioceses are all 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 and young people first at all times
- Ensuring no child should fail to reach their educational potential because of disadvantage or vulnerability
- Ensuring no schools are left isolated
- Ensuring all our joint actions add value, are evidence based and as far as possible are preventative rather than a response to crisis
- Respect for the specific roles of different members of the Partnership

### **3. Vision**

Our vision is that through working together we can ensure:

- All children and young people, whatever their background and circumstances, should be confident, resilient, enthusiastic and successful learners, understanding the pathway they are following towards, and well prepared for, a productive, resilient adulthood and active membership of their communities
- Portsmouth is a stimulating, energising, happy and popular place for teachers and other school to staff to work, where their development is fostered, their career ambitions met and their workloads kept manageable
- There is an increasingly strong dialogue between the education and business sectors through which schools/academies and colleges can maintain a detailed understanding of the different opportunities through which they need to prepare young people, and their pathways towards those opportunities, and the business sector contributes imaginatively to the development of both the skills and confidence of individual children and the education offer provided to them.

### **4. Strategic objectives and key priorities**

As already stated, our detailed plans are continually being updated so this strategy sets out a high level summary of strategic objectives and key priorities with cross references and links to other documents and action plans. The strategy comprises ten strategic objectives:

SO1: Preparing children and young people for life and work beyond school

SO2: Ensuring that all children get the best possible start through effective early nurture at home and high quality early years education

SO3: Raising school standards through collaboration, challenge and support

SO4: Recruiting, retaining and growing the best teachers and leaders

SO5: Strengthening the curriculum across all key stages through a sustained investment in continuous professional development

SO6: Promoting emotional health, wellbeing and resilience in education

SO7: Collectively working together to ensure all pupils regularly attend school so they can realise their potential

SO8: Meeting the needs of children and young people with special education needs and disabilities

SO9: Ensuring young people have the best possible opportunities for post-16 education and higher education, including apprenticeships

SO10: Investing in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children

Our key priorities on each of these objectives are set out in the rest of this strategy. These priorities will be **updated on an annual basis** to reflect progress and any changes that may be required.

# Strategic objectives

## SO1: Preparing children and young people for work and life beyond school

The focus on achieving academic qualifications by the end of Key Stage 4 is obviously important, but preparing children and young people for further education (refer to SO9) and work and life beyond school is also vital, and indeed, will support academic achievement.

National research undertaken by the Education Employers Task Force revealed that young people who can recall four or more meaningful encounters with employers whilst at school, have on average 18% increased earnings and are less likely to become NEET. Disadvantaged pupils have better life outcomes through increased opportunities to engage with a wider range of employers. 60% of businesses told the CBI that young people lack the skills to succeed, but only 40% of schools manage one encounter with an employer each year. In the Solent region 33% of employers report 16 year olds as being poorly prepared for work and 24% said the same of 17 and 18 year olds.

It is important that young people are aware of what that the future jobs will be. The economy of Portsmouth and the Solent region is growing. Taking into account replacement demand and expansion, job growth in the next decade is expected to exceed the growth in the working age population. The pipeline of skills in the labour market is a cause for concern, particularly with regard to high level and technical occupations and in meeting the demands of growth sectors in sectors such as advance manufacturing, defence, aerospace, marine, visitor economy/tourism, construction and real estate, distribution and transport.

The removal of the statutory duty for schools to provide work related learning (work experience) has led to a reduction in employer contacts. The national decline in young people at school having Saturday jobs has contributed to a worrying trend of a reduction in work experience and employer contacts. However, today more schools are recognising the benefits of engaging with business and the importance of good careers education. Alongside this businesses need ways to address their corporate social responsibility agendas and benefit enormously from engagement with schools in terms of the professional development of their staff and informing young people of the job opportunities in their sector.

In response to the challenges above there is already a lot happening in Portsmouth, but far more needs to be done.

The government funded **Careers and Enterprise Company** has a national remit to identify what works in careers and enterprise education and to promote and support this work, particularly in geographic areas that are identified as 'cold spots'. Their initial initiative, the **Enterprise Adviser Network** is being rolled out nationally. Volunteers from businesses (Enterprise Advisers) are working closely with senior leadership teams in local schools to support them in developing their careers and enterprise strategies and employer engagement plans. In Portsmouth, supported by

Solent LEP and EBP South, the majority of secondary schools in the City have already been matched with an Enterprise Advisor.

EBP South's **Activate Mentoring Programme** has been providing 1:1 business mentor support for pupils in Years 10 and 11 who are not achieving their potential. The programme has shown to improve a young person's confidence, self-esteem and attendance at school which in turn has had a positive impact on progress and attainment. EBP South's **Learn Excel Aspire Programme (LEAP)** is another example of businesses working with schools (in the case Year 9 and 10) providing a six week programme of support, developing employability skills (e.g. working with others, communication skills, time management, social media and work and presentation skills) and ensuring young people have a better understanding of what employers expect in the workplace.

EBP South works closely with the Portsmouth business initiative '**Shaping Portsmouth**' which is strongly promoting links between education and business. As a result of this work, Portsmouth has successfully run an annual '**Get Inspired**' event, showcasing the wide range of future employment and career opportunities to young people. The partnership has also developed a '**Guess my Job**' programme with many of the city's primary schools providing opportunities at a young age to experience the world of work and to meet employers. EBP South's other opportunities to inspire primary aged children to learn about the world of work include the **Maths Challenge Day** at the Mary Rose Museum and the **3-day STEM fair**.

Portsmouth College has been running a **volunteer work placement programme in primary schools** where students have provided support to pupils in terms of curriculum assistance and pastoral help and advice. This builds on their extensive work experience, enterprise and volunteering programme. There is a desire to extend this work to develop a Portsmouth Scholars Scheme and roll out student to student mentoring across Year 7 to Year 13, to include University undergraduates working with Level 3 college students.

The Southern Universities Network offers a significant opportunity for Portsmouth to support the delivery of a **National Collaborative Outreach Programme** which aims to increase the proportion of young people from disadvantaged backgrounds entering higher education. This will include specific support for young people from vulnerable groups including Looked after Children and Care Leavers. This will build on the programme of work the University of Portsmouth already offers primary and secondary schools through the **Up for Uni** banner

The promotion of social action by young people will be developed further, building on the success locally of the **National Citizenship Scheme** run by Pompey in the Community and promoting the **#Iwill** campaign led by 'Step up to Serve'.

### **Key priorities:**

- a) Provide multiple opportunities for pupils during their school and college life to engage with the 'world of work' through career inspiration activities (talks, visits to



- employers, hands on activities), real experiences of the workplace, and enterprise activities
- b) Through Shaping Portsmouth and EBP South develop a city wide work experience programme for 16 to 19 year olds and an experience of work programme for Key Stage 4 pupils
  - c) Provide greater opportunities to develop employability skills through mock interviews, CV writing, social media, team work and presentation & communication skills
  - d) Expand the programme of 1:1 mentoring in the city to increase the confidence and motivation of pupils and improve their awareness of the world of work
  - e) Expand the volunteer work placement programme that is currently run by local colleges and the University across both primary and secondary schools
  - f) Work with the Southern Universities Network to support the delivery of the National Collaborative Outreach Programmes to increase the proportion of young people from disadvantaged backgrounds entering higher education.
  - g) Support children and young people to make a contribution to local communities through local community projects, the National Citizenship Service (NCS), #Iwill campaign and local volunteering

## **SO2: Ensuring that all children get the best possible start through effective early nurture at home and high quality early years education**

Every child in Portsmouth deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

As a city we have high expectations for children at the end of their foundation stage and high expectations of **early years settings** who deliver provision across the city. All settings will be encouraged to take a strongly directive approach to ensuring that vulnerable children, in particular, experience a varied programme of activities, to give a high priority to ensuring regular one to one communication with children who need it most, and to provide as much support and encouragement as possible to help parents nurture their children's well-being and development at home

Portsmouth is fortunate in having a wide range of high quality early years provision. There are approximately 90 childcare providers on non-domestic premises (e.g. nurseries and pre-schools), over 100 registered childminders and 10 school nursery classes. 97% of the registered provision has been judged by Ofsted to be good or outstanding.

However, there are increasing demands being placed on providers to secure **sufficient childcare for working parents** and secure early years provision to meet the entitlements for 2 year olds (free of charge for some 2 year olds) and 3 and 4 year olds provision (free of charge for all up to 30 hours a week). We want to ensure that parents have the opportunity to access employment, volunteering and training

as a result of the childcare provision that is available, which in turn will help to address economic disadvantage and have and lead to positive outcomes for children. It is therefore vital that we maintain and maximise the potential of the existing high quality early years provision and establish new high quality provision to meet future demand.

We want to ensure that the outcomes at the end of the foundation stage as measured by the **Early Years Foundation Stage Profile (EYFSP)** continue to improve. The latest figures for 2016 show that Portsmouth is slightly above the national average for the proportion of children achieving a good level of development (69.6% compared to national average of 69.3%) and that children on FSM (60% v 54%) and SEN Support (31% v 26%) do better in Portsmouth than nationally.

The quality of early years settings is important but equally the support of **health visitors** can have a profound impact on outcomes and we will be strengthening this support to the most vulnerable families by providing extra support at home around attachment, emotional wellbeing and communication development. This forms part of our work in terms of the implementation of the Prevention and Early Help Strategy ([insert link](#)) and the Stronger Futures Programme ([insert link](#)) to ensure the right support is provided for the right families at the right time.

Over the next few years **children's centres will be redeveloped with the support of local communities into Family Hubs (pre birth to 19)**, through which volunteers and local community organisations can make use of facilities and provide opportunities for social activities of different kinds. Through the 'Portsmouth Together' programme and partnership working with local voluntary organisations, we significantly step up the recruitment and support of volunteers building on the resource of dedicated volunteers that already exist across the city.

### **Key priorities:**

- a) Provide continued challenge and support for early years settings and schools (teachers and teaching assistants) including a range of continuing professional development opportunities
- b) Maximising the potential of existing high quality early years provision and establishing new high quality provision to meet future demand
- c) Making the most effective use of our Health Visiting service to strengthen early parenting support including practical help for parents to develop the communication skills of their children
- d) Increase the availability and marketing of on line support for parents of young children
- e) Recruiting more volunteers to help run activities at Family Hubs (former Children's Centres), with a focus on communication skills and emotional and social development

## **SO3: Raising school standards through collaboration, challenge and support**

85% of schools are now Good or better compared to just 50% five years ago, no schools are below floor standards at KS2 and KS4, yet despite a trend of improvement, Portsmouth remains well below national averages for attainment and progress at KS2 and KS4 (refer to Appendix 1).

To make the step change that is required to improve standards and accelerate the progress of our pupils will require a collaborative approach that is based on a future model of all schools being part of a Multi Academy Trust, but whereby all MATs and academies within MATs continue to work together under the auspices of the Portsmouth Education Partnership to maximise the resources available, draw on system leadership capacity across the city, and share best practice and pool expertise.

To this end, the PEP has embarked on a **collaborative programme of school improvement** led by the PEP School Improvement Board 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 and Teaching Schools. 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 a schools led self-improving system supported by effective system leaders and curriculum/subject networks and continuing professional development (CPD) (refer to SO4) which encourages school to school support and local and external peer review. This includes further expansion of the **Challenge Partners (CP) Hub** in Portsmouth which supports in-depth reviews of schools through this nationally recognised programme of peer challenge and support. Through CP, the **Challenge the Gap** programme is also being delivered providing a whole school approach to improving the academic performance of disadvantaged pupils.

The School Improvement Board has led on the development of a **Performance Dashboard** underpinned by a set of data based criteria which schools can use, alongside other tools, to help assess where their strengths and areas of development might be compared to national benchmarks for academic outcomes. The dashboard is also being used to determine the prioritisation of support from the Local Authority in terms of LA Maintained schools, the delivery of which has been outsourced to the Portsmouth Teaching School Alliance. Key priorities identified include a focus on: improving outcomes for pupils on SEN support in mainstream schools; narrowing the gap between disadvantaged pupils in Portsmouth compared to non disadvantaged national; improving outcomes for White British boys across all key stages; and realising the potential of our most able pupils.

A collaborative PEP bid to secure funding from the national **Strategic School Improvement Fund** has been developed by members of the School Improvement Board as part of the first round of bidding, addressing many of the priorities highlighted above.

Early work has begun on a **School Support Directory** which gives details of system leaders (e.g. National, Subject and Local Leaders of Excellence (NLEs, SLEs, LLEs) and National Leaders of Governance (NLGs)). This will be extended under the work of the Partnership to give details of the work of system leaders and the impact on raising standards in Portsmouth's schools.

The focus on improving outcomes for pupils in our schools also extends to the work of the **Virtual School** and improving outcomes for children who are looked after whether they be in Portsmouth's schools or in schools outside of the area ([link to Annual Report and Action Plan for 2016/17](#)). The Virtual School takes a lead role in ensuring that all children who are looked after have educational provision that meets their needs and that they receive the support they need to fulfil their potential, removing any barriers and ensuring every child has a Personal Education Plan which is reviewed at least once a term.

The Local Authority is working closely with the Regional Schools Commissioner to oversee a **smooth and co-ordinated 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:**

- a) 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
- b) 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
- c) 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
- d) Further development of the PEP School Support Directory as the collaborative school improvement model in the city expands
- e) Improving outcomes for underperforming cohorts of children and young people with a particular focus on disadvantaged and vulnerable pupils, white British boys, children who are looked after and pupils on SEN Support
- f) 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
- g) 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.

## SO4: Recruiting, retaining and growing the best teachers and leaders

The shortage of teachers is a continuing challenge for the education sector in England particularly in certain subject areas and in certain regions, including the South East and Portsmouth. The dramatic rise in pupil numbers (refer to SO9) means that more teachers are needed than ever before. The Partnership has established a Teacher Recruitment & Retention Group to address this issue.

In the primary sector, teachers teach across each area of the curriculum so need a wide range of subject knowledge, but schools in Portsmouth often lack science and maths expertise. In the secondary sector there are shortages in maths, design & technology, physics and modern foreign languages, despite the availability of government funded bursaries to support specific subject areas.

Work is already underway to **recruit more teachers**. Through the Partnership, two recruitment fairs are being held each year in January and June. Innovative solutions such as Quantum Scholars are being trialled in order to recruit high quality overseas trained secondary mathematics and physics teachers, with CPD, led by Solent Maths Hub.

Through the Portsmouth Teaching School Alliance, funding has been made available this year to support returning teachers back to the classroom via the NCTL's **Returners Engagement Programme** with a focus on modern foreign languages, maths and physics.

Whilst recruiting new teachers must be a priority, greater emphasis needs to be placed on **retaining our teachers**. One third of teachers in Portsmouth do not stay beyond the fifth year and many leave the profession altogether. There is recognition by the Government that unmanageable workloads are a key factor in teachers considering leaving the profession. Work is underway to review how we can reduce teaching workload including the time spent on marking and planning for lessons. Fair Workload Charters have been adopted in a number of cities such as Nottingham, Coventry and Barnsley.

In order to raise the status of the teaching profession and to improve retention, teachers must be entitled to high quality, relevant continuing professional development (refer to SO4) including a focus on subject specific knowledge and skills to allow teachers to continually develop their practice and to create future leaders.

Emphasis needs to be placed on '**growing our own**' in terms of the development of existing teachers but also the promotion of teaching as a career, raising the profile of teaching in our primary, secondary and special schools.

**Initial Teacher Training (ITT)** is also being reviewed. Currently ITT is undertaken either via a higher education institute led route or a school-led route. School-led routes include salaried options (School Direct or Teach First) or fee based options

(School Direct or School Centred ITT). The proportion of teachers entering the profession via the school-led route has increased to 55%. The current diversity of ITT routes has benefits, but the sheer variety is causing confusion, and in some cases unnecessary competition and overlap.

We know also that improvements will only be achieved where there is **strong leadership and governance** in our schools. 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 challenge in Portsmouth, particularly in the primary sector.

The city needs to develop great leaders at all levels through blended coaching, face to face training and online learning. This will need to include: aspiring leadership programmes for groups of teachers preparing for their first leadership role; middle and senior leaders ready for whole school responsibility; development of high potential senior leaders who have the talent and commitment to become headteachers within 2-3 years; and programmes for aspiring or existing Executive Headteachers and CEOs of multi academy trusts.

Work is underway with **Ambition School Leadership (ASL)** to establish a **middle leadership development hub** in Portsmouth from September 2017 in both primary and secondary to help schools build leadership capacity and local networks.

The role of governance is going through some changes as schools convert to academy status and the Local Authority steps away from the provision of universal support for governor services as part of a shift to a self-service model. However, priority will be given to the development and deployment of **National Leaders of Governance (NLGs)** and to strengthening the link between governance and school improvement including access to robust data and analysis.

### **Key priorities:**

- a) Continue to run the two annual teacher recruitment fairs in Portsmouth
- b) Develop promotional literature alongside a package of incentives in order to promote teaching opportunities in Portsmouth, encouraging teachers to apply for local positions and for teachers to return to the profession
- c) Investigate how teachers can be supported to re-locate to the City
- d) Focus on key shortage areas that require a more focussed and innovative approach (e.g. specific subject areas and senior/middle leadership), including the recruitment of overseas teachers and teacher returners
- e) Review how we can reduce teacher workload and publish a Fair Workload Charter for Portsmouth
- f) Develop high quality CPD that will encourage teachers to stay in Portsmouth and develop as future leaders (refer to SO5)
- g) Raise the profile of teaching in the city and promote the benefits of taking up a career in teaching, with an emphasis on 'growing our own'
- h) Improve the co-ordination/coherence and impact of ITT in Portsmouth and seek to increase the supply of places at Portsmouth's schools for ITT
- i) Working with the Teaching Schools and MATs develop great leaders at all levels from aspiring leadership programmes to prepare teachers for their first leadership

role to programmes for aspiring or existing Executive Headteachers and CEOs of MATs working across several schools

- j) Establish a middle leadership development hub in Portsmouth working jointly with Ambition School Leadership and the Portsmouth Teaching School Alliance
- k) Facilitating access to high quality sources of governance support for schools, academies and MATs, with NLGs delivering targeted work to improve governance arrangements.

## **SO5: Strengthening the curriculum across all key stages through a sustained investment in continuous professional development**

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 in post-16 education and the proposed shift to academic and technical options and a continued rise in apprenticeships (refer to SO9).

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. Support is required for teachers at all stages of their career from NQT to leadership positions. This needs to extend to Teaching Assistants and Governors / Trustees. An investment in continuous professional development also encourages teachers to remain with schools and become part of a pipeline of future senior leaders (refer to SO4). Collective planning of CPD opportunities led by Teaching Schools and Multi Academy Trusts working under the auspices of the Portsmouth Education Partnership will support collective curriculum planning, reduce the need for staff to travel out of the city for CPD and maximise the resources that are available.

The Portsmouth Education Partnership has identified **English, Maths, Science and Modern Foreign Languages** as key priorities for 2016/17 and networks for subject leads have been established for all these areas.

Led by the Solent Maths Hub there has been a significant investment and focus on **maths** CPD in Portsmouth in 2016/17 including work in Early Years, SEND, Primary, Secondary and Post-16 (Level 2 and Level 3). The number of maths SLEs has been increased providing support across our schools, particularly with respect to primary schools due to the number of inexperienced maths teachers that exist. A Lead Teachers Group in Primary involving 18 teachers from Portsmouth's schools will create a number of 'lead experts' who can be deployed to improve subject knowledge.

Two maths work groups have been established for **Early Years** led by an experienced practitioner and there are opportunities for staff to complete the NCETM Professional Development Lead Support Programme - Early Years.

SLEs have been leading 'teaching for mastery in maths', training **Primary** Mastery Specialist Teachers in four primary schools. This has been extended to **secondary**,

involving three secondary schools in the city. Secondary twilight networks have been established focusing on the new GCSE curriculum and development of reasoning and problem solving at Key Stage 3 in order to encourage pupils to think mathematically, articulate their reasoning and solve problems in a range of contexts.

For **post-16** one of the most challenging issues in maths is at level 2 and the issue around GCSE retakes. Two work groups have been established focusing on Developing Reasoning and the NCETM PD Lead programme for FE.

Led by the Portsmouth Teaching School Alliance, there has been a strong focus on **English**. The Portsmouth English Network (PEN) is gathering pace from its inception in October 2016 and plans are now being implemented to provide a range of training and network opportunities for English leads and teachers across the City. Additional SLEs from Primary and Secondary settings have been appointed to work with existing SLEs in the city on developing our English provision.

A Primary **Modern Foreign Languages** Hub has been established by the University of Portsmouth with expertise from Cottage Grove Primary School. Secondary CPD is also being made available through the University and language upskilling is available through TSST which is being run by the Portsmouth Teaching School Alliance in conjunction with the University of Southampton.

The **Science** Hub is in the process of being established, building on the successful STEM project led by a science SLE from St Edmund's Catholic School. 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.

As well as the statutory training for external moderators to support **KS1 and KS2 assessment and moderation** in the city, a range of CPD opportunities have been arranged in 2016/17 including Richer Reading for Greater Depth for KS1 and KS2 English leads; phonics transition training for KS2 and KS3 English leads; and English subject enhancement training led by SLEs from all phases.

The city already has a very successful **NQT programme** with over 100 NQTs in the city having regular training sessions; and in addition there are a series of well-attended twilight workshops specifically targeting **recently qualified teachers** (RQTs) who also enjoy the networking opportunities.

Through the Portsmouth Teaching School Alliance support is being provided to Teaching Assistants through the Maximising the Impact of **Teaching Assistants** programme (MITA), a national programme which is supported by the Education Endowment Foundation.

### **Key priorities:**

- CPD in the city will focus on identified needs including:
  - Support for teachers of pupils with SEND in mainstream schools through PSENSP



- Support to close gaps for key groups of pupils including disadvantaged, white British boys, most able pupils
- Support for transition, particularly KS1-2 and KS2-3, and particularly in terms of maths and literacy
- Continue to develop a wide range of CPD to reduce gaps in performance of key groups e.g. Challenge the Gap programme
- Develop further the collaborative network meetings and CPD for English, maths and MFL leads
- Expand the CPD programme for English specialists for all phases, especially focusing on KS1-2 and KS2-3; and support with the new GCSEs
- Expand the CPD programme for maths specialists for all phases, especially focusing on: teaching for mastery in primary and secondary; deepening understanding in primary maths; pedagogical and subject knowledge; and mathematical reasoning at KS3; support with the new GCSE; and extensive professional development in Early Years
- Extend the subject networks to include other areas, including humanities and arts
- Expand the support for Teacher Assistants through the MITA programme
- Work with the data team to offer training for governors in data analysis and SEF preparation

## **SO6: Promoting emotional health, wellbeing and resilience in education**

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 wellbeing, both for children and young people, and for our teachers and leaders, needs to be at the heart of all that schools and other education settings 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.

A review of recent evidence into children and young people's mental health, *Missed Opportunities*, highlighted a gap between children's needs and their access to help and support. There is also good evidence that a very real difference can be made to the life chances of children by intervention at the very first sign of symptoms. Promoting wellbeing and building resilience have unequivocal benefits to the long term outcomes for children and young people; this gives universal settings a moral duty to make this a priority. Schools are also judged by Ofsted on how effectively they provide for the personal development, behaviour and welfare.

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 have been working on a whole school approach to promoting good mental health. *A Strategy for Improving Wellbeing and Resilience in Education*

([insert link](#)) has been published, building on the strong work already being done in many schools and colleges across the city. The implementation of the strategy is a key element of the Portsmouth Education Strategy and will be led and overseen by the Inclusion Group. The key strands in the strategy are as follows:

- **Whole school approach** - developing a culture of positive emotional health and wellbeing which is owned by the school community recognising that everyone in an education setting has a role in supporting wellbeing. This includes the development of a joined up approach within schools and across schools to ensure opportunities are not missed, duplication is avoided and information can be shared.
- **Restorative schools** - building on an existing strategy led by the Multi Agency Teams to adopt a Restorative Practice model of working based on strong evidence that restorative practice in schools can make a real impact on behaviour, attendance and bullying. A number of schools in Portsmouth are acting as trailblazers of this approach.
- **Anti-bullying** - bullying remains one of the top concerns that parents have about their children's safety and wellbeing; preventing and tackling bullying is fundamental to promoting wellbeing. *Portsmouth's Anti-Bullying Guidance and Resource Pack* ([insert link](#)) provides a comprehensive range of information, resources and contacts to help schools develop effective anti-bullying practices.
- **Building resilience and reducing stigma** - misconceptions about mental health and the fear of stigma prevent many young people from seeking help early. The strategy reinforces the need for a shared language and culture around mental health; and the delivery of high quality PSHE across all schools
- **Staff training and supervision** - in order for staff to effectively support pupils in their learning and development, they need to feel they are themselves supported and are given training to support emotional health and wellbeing, planned as part of a whole school approach.
- **Self-help and peer support** - good access to effective self-help strategies and resources can help to promote wellbeing, prevent mental ill health and provide early support. The strategy highlights the importance of online resources and friends which young people will often turn to first. Many schools offer structured peer support providing training and high quality supervision to enable young people to support one another and let adults know when they have concerns about a peer
- **Working with parents** - parents regularly turn to schools as a source of advice and information when they are worried about their children. In addition to the support that a school might provide, signposting parents to reliable sources of information can support self-help, early identification and intervention
- **Additional and specialist support** - most schools in Portsmouth have trained Emotional Literacy Support Assistants (ELSAs) who provide additional support for pupils. Many ELSAs work with CAMHS to providing ongoing support in schools following or pending a CAMHS referral. Schools have identified a gap between what an ELSA can routinely offer and the threshold for CAMHS intervention. The priorities below will aim to narrow this gap and the new Wellbeing Service, U Matter, will provide an additional layer of support in secondary schools and colleges.

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 PEP and the 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 ([insert link](#)) sets out the approach taken to supporting families in the city.

The Strategy for Improving Wellbeing and Resilience in Education highlights the fact that in many schools and settings a lot of good practice is already in place. An increased level of awareness of the resources available and a co-ordinated approach across the city will enable other schools and post-16 providers to rapidly build on and develop their own practice to improve outcomes for children and young people. The priorities set out below reflect this ambition.

### **Key priorities:**

- a) Improving access to specialist services including direct work with young people and advice and consultation for professionals
- b) Providing a central source of up-to-date information for professionals working in education and better information and advice for young people and parents and carers
- c) Improving the communication between different agencies and schools, between schools and within school communities
- d) Making training available and accessible to schools and post-16 providers including basic awareness training for all staff and targeted training for pastoral and case holding staff
- e) Promoting self-help and peer support for children, young people and parents and carers
- f) Ensuring the contribution of all Children's Trust partner agencies to promoting emotional wellbeing and school attendance is monitored and reviewed on a regular basis

## **SO7: Collectively working together to ensure pupils regularly attend school so they can realise their potential**

In recent years the city has seen improvements in attendance rates, achieved through hard work by schools, parents, communities and partner agencies. An **Attendance Strategy** is already in place ([insert 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.

However, the fact is that Portsmouth's pupils do not attend school as regularly as their peers nationally and there is therefore still considerably more work to do. In 2015/16 there were 2,939 pupils (12.8% compared to a national average of 10.5%) who were persistently absent (below 90%) and 262 (1.14%) who were chronic absentees (i.e. are absent more than 50% of the possible sessions).

By not attending school regularly children and young people are leaving themselves vulnerable to risks which can reduce their life chances. For example those who do not attend school regularly are more likely to leave school without any qualifications and will leave themselves at risk of other poor outcomes including poverty, long term unemployment, criminal involvement, alcohol and substance misuse and social isolation and mental health problems. Furthermore, poor attendance affects the ability of schools to set high standards and an appropriate pace of work for other pupils.

The cumulative impact of absence on attainment can be stark. For example, by being away for a two week holiday every year and having an average number of days off for sickness and appointments, then by the time a child leaves school at 16, they will have missed a year of school. If a child is 15 minutes late each day, that will mean they lose just over 10 teaching days in a year.

For those children and young people who are the most vulnerable, regular attendance at school can be a challenge, yet school may be the only safe and consistent part of their lives. Away from the safety and security of school, young people are more at risk of abuse and exploitation, taking part in criminal activity and missing out on support for special educational needs and mental health problems.

Ultimately parents and carers are responsible for making sure children attend school regularly, but schools clearly have a responsibility to motivate and support pupils so that they do not miss out on education. Those responsibilities extend to other partner 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. In this regard it is important that schools know how to access support from the three Multi Agency Teams in the city, particularly with respect to pupils who have chronic non-attendance where a plan should be in place to help them return to school.

**Close working with Health partners** will also be important. 52% of all absences from Portsmouth schools in 2015/16 were due to health related issues, by far the largest single reason for absence. Work has started on the development of school nurse traded service for schools with a focus on reducing school absence due to health related issues.

The **Virtual School** has recently introduced **Welfare Call** in order to improve attendance of children who are looked after. Welfare Call provides a comprehensive attendance reporting system via daily communications between schools and the Virtual School ensuring that issues can be addressed quickly.

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:**

- a) Supporting parents so they can meet their responsibilities to ensure their child(ren) attend school regularly
- b) Working with schools to ensure there is effective management of school attendance in place as part of a whole school approach in which sustained improvements can be made
- c) Ensure all key partners are involved in identifying children who are at risk of becoming persistently absent at the earliest possible stage, and putting in place effective approaches, assessments and plans for pupils
- d) Developing a new approach to reducing health related absence, through a school nurse service for schools
- e) Maintain the high profile of key attendance messages in the community that encourage pupils to regularly attend and do well at school; and help parents to understand the impact that being absent from school has on the life chances of their children and when their child should be well enough to return to school after an illness.

## **SO8: Meeting the needs of children and young people with special education needs and disabilities**

The Children and Families Act 2004 introduced significant changes to the way services are provided for children and young people with special education needs and disabilities (SEND) and their families. This included: joint commissioning of services across education, health and social care; publication of a 'local offer' of services available; implementation of a new multi agency co-ordinated statutory needs assessment process to identify the education, health and social care needs of children and young people with the most complex special educational needs and disabilities to be set out in a statutory Education, Health and Care Plan (EHCP); a new duty on health to deliver the health element of the plan; and for those who have an EHCP to have the option to request a personal budget.

In Portsmouth, partners are working hard to successfully **implement the reforms in compliance with the new SEN Code of Practice**; this includes planning for a complete transfer from the current system to the new system by April 2018.

Alongside the introduction of the new system there are **existing pressures on SEN provision** including demand for school places to meet some areas of need (refer to SO9), as well as the pressures on the budget that is available to resource provision through the High Needs Block of the Dedicated Schools Grant (DSG).

A detailed city wide **SEND strategy** ([insert link](#)) is in place and has been agreed by the Portsmouth Children's Trust Board and Health and Wellbeing Board. The strategy seeks to implement the reforms, promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and support their families. Effective implementation of this strategy, including a

strong partnership with parents and carers, is a priority for all agencies. There are six strands to the strategy:

1. Promote good inclusive practice across all education settings to improve outcomes
2. Successful implementation of the SEND reforms
3. Effective joint commissioning to improve outcomes
4. Co-production, embedded as a way of working with children, young people and their parents and carers
5. Early identification and early support for children with SEND and their families
6. Effective preparation for adulthood and smooth transitions to adult services

The Portsmouth Education Strategy will be focussing on the first strand of the SEND strategy '**promoting good inclusive practice**' within universal services for 0-25s, including schools, colleges and early years settings, and will be overseen by the PEP's **Inclusion Group**.

Portsmouth currently has a higher proportion of children with an EHCP (3.1% compared to the national average of 2.8%), although the proportion of children receiving SEN support is in line with the national average. Added to this, the following is increasing:

- Requests for statutory assessment
- Requests for element 3 funding as a result of annual reviews and assessments
- Requests to place pupils in specialist provision
- First tier tribunals as a result of managing the above pressures
- Pupils being placed in independent special schools outside of Portsmouth

The most common primary area of need in primary schools is communication and interaction difficulties (including speech, language and communication needs and Autism). In secondary schools, the most common primary area of need is social, emotional and mental health difficulties.

Portsmouth mainstream schools are now better resourced to deliver inclusive practice and make provision for SEND. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded and since 2009 all SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools. Portsmouth's SEN funding formula now makes resources available to schools in order to make up to the first £6,000 of additional and different provision, the local authority commissions specialist teaching advice and support for training to mainstream schools.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream. The converse is only true for pupils who require highly specialist provision because they have such significant or complex needs. However, more than half of Portsmouth's pupils with statements or EHCPs are educated in special schools or specialist inclusion centres attached to mainstream schools, which is more than the national average.

Another key concern is the educational attainment of pupils in mainstream schools who are on SEN support. Across KS2 and KS4, data analysis shows that all pupil groups by SEN underperformed compared to the same groups nationally in 2016, however the biggest gaps were for pupils with SEN support.

A key priority therefore is to improve services in order to increase inclusion and ensure that needs are met wherever possible and appropriate from ordinarily available provision so that targeted and more specialist support can be provided for those who most need it.

We will work with commissioners to promote inclusive practice and ensure that the eligibility criteria for services promotes inclusion and with providers to ensure that all services contribute to the shared outcomes of increased school attendance and reduced fixed period exclusions from school for children with SEND, by ensuring that there are clear pathways in place to resolve issues of managing inclusion particularly in relation to social emotional and mental health difficulties, alongside the Future in Mind work that is progressing (refer to SO5).

We will build capacity within universal services through the provision of outreach, support and workforce development to increase the confidence and competence of practitioners in meeting the needs of children with SEND. We will celebrate and further promote good inclusive practice in the city through the annual Portsmouth Inclusion Conference.

#### **Key priorities:**

- a) Develop a shared ethos of inclusion across the city and promote and celebrate good inclusive practice
- b) Effective delivery on a consistent basis of the agreed "ordinarily available provision" within mainstream schools for children and young people with SEND and extend this work to cover pre-school, post-16 and health
- c) Improve outcomes for pupils in mainstream schools on SEN support (refer to SO2) and develop a shared understanding of how the PEP will judge good progress for pupils with SEND
- d) Develop an offer of workforce development and support to promote good inclusive practice across all education settings and build confidence, competence and capacity
- e) Remodel local special school provision in order to meet the needs of the most complex cohorts of SEND (refer to SO10)
- f) 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
- g) Ensure 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.

### **SO9: Ensuring young people have the best possible opportunities for post-16 education and higher education, including apprenticeships**

Like schools, the post-16 education landscape has been undergoing significant change. Post-16 students will in future have to choose between an 'academic option' comprising A Levels leading to an undergraduate degree and the new technical option leading to higher technical education programmes, degree apprenticeships or higher apprenticeships.

Reforms have already taken place to A-Levels including the decoupling of AS and A Level qualifications, a reduction in coursework and a ratification process to ensure all A Levels are deemed to be key subjects to ensure academic rigour. The Government's Post-16 Skills Plan has been produced following the Wolf and Sainsbury's reports and plans are now in place to transform technical education backed by £500m investment a year to create 15 new technical education routes that are more responsive to the changing needs of the economy. The Technical Baccalaureate (Tech Bach) is a new performance measure that allows young people aspiring to a technical career a high quality alternative to the A Level route. The plans are included in the Government's Industrial Strategy Green Paper published in January 2017.

Over the past two years the Government has undertaken a series of Area Based Reviews which has sought agreement and consensus on future institutional structures which can allow for greater efficiency and specialisation and ensure a more resilient post-16 FE sector. The Solent Area Based Review was completed in 2016. Whilst it no direct impact on FE institutions in Portsmouth it did support the decision to merge South Downs and Havant Colleges.

For post-16 students in Portsmouth, the majority of the provision is provided by FE Colleges including Portsmouth, Highbury, South Downs and Havant Colleges (all Good or Outstanding), together with a mix of private training providers offering a range of vocational qualifications and apprenticeships. UTC Portsmouth will open in September 2017 offering a range of exciting opportunities for young people aged 14-18 interested in pursuing a STEM based curriculum and a future career in engineering and advanced manufacturing. The post-16 sector in Portsmouth is currently facing a number of challenges not least in terms of competition for students due to the fact that we are in a 16-19 demographic trough and it will be several years before student numbers begin to climb again.

The main challenge, however, is one of achievement and improving the outcomes of young people when they leave post-16 education. Portsmouth is ranked in the bottom 25% of all Local Authority areas for achievement by the age of 19.

A **Post-16 Forum** exists across the Portsmouth travel-to-learn area and this will continue to operate providing an essential forum for post-16 providers, representatives from secondary schools, Solent LEP, University of Portsmouth, EBP South and UTC Portsmouth. The Forum has been instrumental in addressing the previously high proportions of young people not in education, training and employment (NEET) through the successful **Youth NEET Prevention Programme** underpinned by improved data sharing, tracking of young people and targeted careers education, information, advice and guidance (CEIAG). The requirement of the local authority to support and track 16 and 17 year olds and to deliver the



September Guarantee will continue. For young people with an Education, Health and Care Plan this extends to their 25<sup>th</sup> birthday. The Post-16 Participation Strategy will be updated to continue to support this work.

The Forum regularly **maps the curriculum** across the travel to learn area and seeks to address any weaknesses in the post-16 offer. This has led to **additional level 1 provision** for young people with SEND, including Highbury College's Arundel Centre for SEMH, Portsmouth College's provision for SLD and PD and the increase in supported internships. Finally, the Forum has overseen the development of an **Apprenticeship Strategy for Portsmouth** ([insert link](#)). The reforms to Apprenticeships and the introduction of the Apprenticeship Levy from April 2017 is having a major impact on the status and availability of apprenticeships which are now available from Level 2 to Level 7 and a new funding system made up of 15 bands ranging from £1,500 to £27,000.

### **Key priorities:**

- a) Implement a revised Post-16 Participation Strategy that supports participation, progression and achievement for young people aged 16-18 and up to 25 for SEND and Looked After Children
- b) Continue to track the destination of all 16-18 year olds and up to 25 for SEND with a focus on reducing the number of young people who are NEET or destination unknown, underpinned by high quality data collection and analysis
- c) Provide effective support and challenge and improved collaborative working across 14-19 provision
- d) Promote participation of all 16-19 year olds in education or training through high quality careers education, information, advice and guidance
- e) Secure sufficient and suitable provision for all 16-19 year olds and up to 25 for those with SEND
- f) Widen access to and participation in higher level study including higher education and degree apprenticeships
- g) Implement the Portsmouth Apprenticeship Strategy
- h) Improve and enhance the effectiveness of targeted support, engagement programmes and employment, education and training (EET) opportunities for young people who are at risk of becoming NEET or who are NEET

## **SO10: Investing in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children**

Significant investment continues to be needed in Portsmouth to address the demand for school places and a legacy of condition and suitability issues associated with an ageing accommodation stock. But any investment in school buildings must be able to relate to and anticipate the changing future pedagogy, curriculum and learning expectations. School buildings do not exist in a vacuum. The way that teachers are developed professionally, the school curriculum, assessment and testing systems, parental engagement, all intermesh with the design of schools. There is a body of research that confirms that buildings support behaviour, which in turn supports

teachers. Lighting, acoustics, circulation, individuality and colour can all affect pupils' progress.

The **condition** of many of our schools remains a concern. The local authority will continue to use capital maintenance funding to address the most urgent condition works in LA maintained schools and academies will do the same either through their allocation from the DfE depending on the size of the Trust or through a direct bid to the Education and Skills Funding Agency for capital funding through the Condition Improvement Fund (CIF). Major rebuilds under the Priority Schools Building Programme Round 1 and 2 schemes at King Richard School, Mayfield School, Beacon View Primary Academy and Arundel Court School will all be completed over the next few years.

The unprecedented increase in **demand for school places** in Portsmouth has been fuelled by rising birth rates (increase of 27% since 2001), inward migration, reductions in the number of children accessing education outside of Portsmouth or accessing independent education; and the impact of regeneration schemes and housing developments.

In order to meet the demand for school places and ensure the Local Authority meets its statutory duty of providing every resident child with a school place within a two mile radius of their home, an additional 1,600 **primary school places** have been created in Portsmouth since 2012 through two phases of primary expansion. This has been achieved by working with both LA maintained schools and academies, expanding existing primary schools and establishing an all through 4-16 school at Mayfield School. Despite this investment, a surplus of just 2% at Year R and Year 3 entry points has been achieved. Whilst the birth rate has now stabilised, the pressure on primary places continues to be a challenge due to the limited surplus that is available.

Attention has now turned to **secondary school places** and the concern that without significant investment the city will run out of secondary school places by the end of the decade. A first phase of expansion is already underway involving four secondary schools and a second phase is being planned but is subject to funding being made available from the DfE through the basic need allocation. A strategy of expanding existing secondary schools rather than seeking to establish a new secondary school has been agreed. This offers better value for money, ensures an equitable distribution of new school places, and furthermore supports improvements to secondary school buildings to address both condition and suitability issues.

Schools, the City Council, Health and Social Care Services are working closely to support the delivery of the SEN reforms which will enable schools and colleges to better deliver inclusive practice (refer to SO8). Taking into account the forecast rise in pupil numbers, we are committed to maintaining the current capacity of **special school places** but remodelling the schools to take on more complex needs (prioritising Cliffdale Primary and Redwood Park Academies) and supporting the growth of more inclusive practice in mainstream schools.

The remodelling of special schools also extends to **The Harbour School** and accommodation for social, emotional and mental health difficulties. This includes the

relocation of provision at Fratton and Milton to the Vanguard Centre in Cosham which will open in 2018 as a bespoke facility for Key Stage 4 provision. The Harbour School @ Cosham is also being remodelled to take on some pupils who would have previously attended the Milton site due to medical reasons.

A successful application for a 40 place **special free school** was confirmed in April 2017, providing places for children with autism or social communication needs, with associated challenging behaviour and/or sensory integration difficulties, but who do not necessarily have significant learning needs. The free school will benefit children in Portsmouth and South East Hampshire and is due to open in 2020.

**Specialist resourced provision places** within mainstream schools (both primary and secondary) has been a priority and provision is now in place for: autism; communication and interaction needs; speech, language and communication difficulties; and sensory impairment. These bases provide specialist support for pupils with specific special needs. Pupils entering this type of provision are integrated into every aspect of mainstream school life, but will spend a proportion of the school week receiving specialist teaching in the resource base.

In the **post-16 sector** the local FE colleges provide a broad range of provision for SEND. Recent developments to increase this provision and address local needs have included Highbury College's Arundel Centre for SEMH and Portsmouth College's new centre for learners with severe learning difficulties and physical difficulties.

### **Key priorities:**

- a) Working with LA maintained schools and Multi Academy Trusts, ensure there are sufficient primary & secondary school places in Portsmouth in order to achieve a minimum surplus of 2%, through a strategy of expansion of existing schools
- b) Secure capital funding to address sufficiency, condition and suitability issues through the allocation of basic need funding for the DfE, ESFA Priority School Building Programmes and Free School applications where appropriate
- c) As part of the SEND Strategic Review in 2017/18 review the sufficiency of special school places in special and mainstream schools and complete the remodelling of Cliffdale Primary & Redwood Park Academies, the rationalisation of The Harbour School and the refurbishment of the Vanguard Centre
- d) Take forward the development of a Special Free School for children with autism or social communication needs, with associated challenging behaviour and/or sensory integration difficulties, but who do not necessarily have significant learning needs