

Appendix 2: School Improvement report June 2017

Overview of actions and outcomes

- All schools have had a PEP dashboard and updated version using validated data.
- All priority 1 and 2 LA maintained schools have been visited plus some P3 schools
- Several MATs have engaged in discussion about key priorities and strengths
- RSC is helping to produce a MOU about sharing of information which will help to identify key strengths, trends and areas for development.
- So far, schools have accessed support from the Portsmouth Teaching School Alliance, the Solent Maths hub, from MATs and NLEs, LLEs, SLEs and NLGs.

We have 18 LA Maintained schools which are Priority 1 or 2. Priority 1 schools visited (total = 8 schools): Priority 2 schools (total = 10 schools). All visits and initial reviews have been completed.

4 MATs have had meetings with us. We have had conversations with MAT leads from Hamwic (Gatcombe Park and Westover Primaries), Portswood Primary Academy Trust (Stamshaw Junior), UCAT (Court Lane Schools, Flying Bull Primary) and TSAT (Portsmouth Academy, Newbridge Junior, Isambard Brunel Junior). Conversations with other MAT leads are planned.

Initial indicators (from a small sample of schools) are that results will rise at all KS in all core subjects in 2017. It is difficult for schools to accurately predict their results given the number of changes to the assessment and reporting systems.

Common strengths derived from data, meetings and school visits

- The performance at EYFS continues to be strong. Outcomes above national in 2016.
- The performance of pupils with EAL continues to be above national average, especially by the end of KS4. Outcomes above national by end of KS4.
- The 4 school-to-school support bids have been well used and are resulting in improved teaching quality, attendance and middle leadership in G3 schools. 2/4 schools now good. Other 2 have improved in certain areas but awaiting 2017 data to verify impact on Y6/Y11.
- The subject networks have been well attended and are leading to improved planning and delivery in school in English, maths and science.
- Many schools are reporting strengths in middle leadership.

- Headteachers are positive about the support they are getting for school improvement. All indicators show an improvement from their baseline (predicted data).
- The work with them Portsmouth Teaching School Alliance is a strength, with efficient use of resources, well targeted CPD and extremely highly rated use of SLEs and NLEs.
- ITT recruitment has increased. There is a shared sense of purpose to enable retention with some innovative schemes. Current recruitment to School Direct stands at 34.

Of the schools visited there are some common themes arising:

- ***Pupil Premium data shows gaps which are not closing***

Actions and impact

- We have arranged PP reviews in 5 schools and have a further 6 who are members of the Challenge the Gap group (includes academies). In school data for these schools shows that gaps are closing and for last year's cohort (4 schools) all schools closed gaps – although some still remain wider than national. Attendance/lateness and behaviour have improved dramatically in all schools who are part of this group.
 - We have set up a PP champions group to share good practice and seek solutions to particular problems. We have a 'self-evaluation' checklist which we are encouraging schools to use so they can target their provision and we can see what the common barriers are (often linked to SEN/D, boys). Schools are sharing good practice and reporting improved performance for these pupils.
 - We are planning to put in a bid under SSIF to support more schools to join Challenge the Gap.
- ***SEN/D pupils in mainstream schools (not on EHCPs) require further support.***

Actions and impact

- We have arranged SEN/D reviews in 2 schools which has led to improvements in delivery.
- TA training is being enhanced, including through an EEF funded project which is running locally
- We are planning to put in a bid under SSIF to support more schools to join SEND improvement programme using London Leadership model.

- ***The performance of groups of pupils including boys and the most able is not as good as comparator groups***

Actions and impact

- This issue is being targeted in individual schools through SLE support. In 2 schools, performance information indicates a rise but awaiting results of 2017 to see impact on Y6 and Y11.
- CPD is targeted on this area. Take up has been good – linked to KS1-2 moderation in particular.
- ***Support needed for subjects, especially maths, English, science and MFL***

Action

- Support for **maths** is through Maths hub and Maths SLEs . Approx 25 x SLE deployments, all showing significant improvement from baseline.
- Support for **English** is through the new English network. Approx 25 SLE deployments, all showing significant improvement from baseline. The Portsmouth English Network has run for both Primary and Secondary, with over 30 schools represented. Shared
- good practice and exam/standardisation information have been lively agenda points, with colleagues planning and working together on curriculum mapping and leadership strategies.
- A **primary MFL** hub has been set up by Portsmouth Uni (initial meeting was Dec 9) and there is expertise at Cottage Grove. We now have at least 15 schools attending. We are supporting the primary languages hub with funding for events and a survey of primary school provision and needs analysis.
- **Secondary MFL** CPD is available through Portsmouth University and will be supported by some funding from the PEP. 15 schools across the region taking part regularly. Language upskilling is available through TSST run by Portsmouth TSA in conjunction with Southampton University: 15 participants.
- A **Primary Science** network is ready to launch in order to meet the demand for specialist Science support in the City.
Secondary Science network is run by St Edmunds in partnership with the University of Southampton.

STEM networks for Primary and Secondary are up and running, and a Science KS2-3 Transition project is planned, with EEF funding if our bid is successful.

- ***Some issues with transition, especially KS1-2; not all schools engaging with new KS1-2 moderation training; KS1 moderation has not always been robust enough;***

Actions:

- We have set up a new external moderation team who have providing training for current and new moderators. We are working with Southampton and have a full team of trained moderators who have passed the STA tests. All schools to be moderated have been informed and we have open and transparent criteria which include inconsistencies in data. We will be externally moderated this year and are confident we have robust systems.
 - We have put on much training and support for schools. Attendance has been very good – all schools involved. Schools are reporting an increased understanding of the requirements for expected standard and greater depth.
 - We have set up some specific support for individual clusters or schools according to need. These school are clear about work which meets the expected standard and that required for greater depth. They have had support in curriculum planning.
- ***KS1 and 2 curriculum needs to meet demands of new national requirements***

Action

- We have arranged CPD on this and most schools have changed their curriculum to better reflect the demands of the new NC and have increased the level of challenge for more able pupils.
 - We are planning to put in an SSFI bid to support KS1-2 curriculum planning and transition
- ***Difficulty recruiting and/or much turbulence in staffing.***

Action:

- We have set up a joint ITT/RR group to co-ordinate response to this

- School Direct currently has accepted 34 trainees for 2017-8 including 7 primary on Isle of Wight.

Future Plans

- We continue to work with the RSC to encourage all MATs to engage with the PEP and school improvement priorities
- We are putting in joint bids under the SSIF working with other Teaching Schools and MATs in the region. The main themes will be
 - a) closing gaps for disadvantaged pupils and those on SEN support in mainstream
 - b) Improving outcomes in KS1-2 literacy and maths
 - c) Developing leadership in secondary schools
- CPD is being targeted at areas of need e.g. Pupil Premium, reading, maths, KS1-2, SEND, boys, most able for 2017-8.
- We are developing leadership CPD working with Ambition School Leadership and IOE.
- We are planning external reviews of progress for all LA P1/P2 schools in 2017-8. This will either be through Challenge Partners external school improvement partners and will include external focussed reviews of Pupil Premium/SEND.