

## **Shaping the future of the Portsmouth Education Partnership: summary of key outcomes from the workshop held on 7<sup>th</sup> February 2017**

### **Break Out 1: reflections on progress so far**

#### **What's working well?**

##### **Momentum and action**

- A lot has been achieved in a short space of time. Momentum is building. Embryonic structures are in place. The Partnership has a brand and a website is in development. The Partnership is visible, open and transparent
- The Partnership has benefitted from having an independent chair - value the time and commitment from Hilary Loder
- Positive comments received about LA officer support

##### **Collaboration / partnership**

- Genuine desire to collaborate, share resources and - to benefit all children and young people in Portsmouth
- Opportunity to work with Multi Academy Trusts and to extend their reach in terms of support / CPD
- Opportunity for primary, secondary and special leaders to meet more regularly

##### **Priorities**

- Action has been taken to address some early priorities and resources have been identified to support them
- Lots of positive feedback about the work of the Solent Maths Hub and the specific support for Portsmouth at all key stages The establishment of an English network has been welcomed
- The focus on Initial Teacher Training, Recruitment & Retention is regarded as essential. The Teacher Recruitment events held twice a year are highly regarded but it is clear we need to go much further.
- Approach to targeted school improvement underpinned by the PEP Performance Dashboard has been broadly welcome, as has the support that it has generated in terms of school to school support through NLEs/SLEs, external reviews and Challenge Partners, pupil premium reviews, etc
- KS1 and KS2 moderation - positive about the communication, CPD support and cluster moderation that has been put in place to back up the briefings for Heads / Year 2 and 6 teachers and the training for moderators

### **Sharing good practice and system leaders**

- The school support directory has been welcomed. Need to do more to share good practice and improve access and understanding of the system leadership that is available to schools

### **What's not working so well or could be improved?**

#### **Strategy / vision**

- Defining the early priorities has been a good start, but an overarching Education Strategy is now needed to steer the Partnership
- Clarity about the vision and the purpose of the PEP is required - there is still some confusion about its role, status,

#### **Structures / Groups - better representation**

- Need to open this up and allow more schools to engage
- Concern that we see the "same old faces"

#### **Communication / key messages**

- Whilst there has been communication and some regular updates, this now needs to be increased and formalised. The website will help with this. Alerts about updates on the website would be welcomed
- Communication needed about the current structure, who is chairing the groups, etc
- The blanket letters used by the Behaviour and Attendance Group to flag issues relating to Exclusions were not well received by some schools - did not reflect the context and a discussion would have been preferred
- Use of social media should be exploited
- Celebrate success
- More articles in Flagship, Term Times, The News, etc

#### **Potential duplication**

- Calls for some rationalisation of groups/meetings particularly within inclusion/SEND

#### **Time commitment / capacity**

- Capacity to attend meetings, commit time
- The proposal to recruit a Partnership Manager has been welcomed in order to keep the momentum going and ensure the PEP stays on track and delivers on the priorities it has set. Essential the manager has a good understanding of schools and the education landscape we are now working in.

#### **More focus needed now on:**

- post-16 education and training
- transition at each key stage - development of some city wide protocols around transition to ensure consistency
- employer engagement
- early years provision
- MFL and STEM

- leadership development
- engagement with parents. Raising aspirations and doing more to raise the value of education similar to the work that has been done in Bristol
- engagement with governors
- engagement with the independent sector
- emotional health and wellbeing

#### **More clarity needed on:**

- lines of accountability for MATs and the role of the Partnership in terms of challenge and scrutiny
- how academisation will impact on the development of the Partnership

## **Break outs 2 & 3: shaping the future of the Partnership**

#### **What would success look like?**

- Active and willing participation / buy-in; support for 'congregational' model rather than 'gym membership' model Willingness to share information, data and good practice/expertise
- Developmental rather than judgemental
- Outward looking, drawing on best practice from all areas

#### **Structures**

- Avoid having too many groups. All groups should have a very clear remit.
- Presumption in favour of task and finish groups?
- Ensure membership is more open than is currently the case and decision making / accountability is clear; accepting that you are never going to get 100% buy-in
- Role of operational group is unclear. Focus at the moment is school improvement. Should it be re-named as a school improvement group and remove the need for an operational group with chairs of groups reporting to the Strategic Board?
- Strategic Board to meet more regularly - twice a term rather than once a term?
- Membership and role of Strategic Board to be reviewed - ensure members are supportive and willing to commit time. Introduce terms of office e.g. 2 years
- Try to disperse leadership so there is better representation across the city
- Link with the refreshed Shaping Portsmouth and enlist the support of employers

#### **Communication**

- A regular survey to ensure all views are taken into account
- Better co-ordination of events / meetings
- Visits to other LA areas / partnerships to include invitation to schools - ensure there is genuine partnership and 2-way conversations
- Development of the website will be key to aid communication and promotion of the PEP and links to other sources of support
- Regular bulletin/updates
- Schools and academies to consider using the PEP branding on all materials, letters, etc to demonstrate commitment and increase the profile of the PEP?

- Highlight where the PEP is making an impact; give examples of good practice/case studies; better use of data to demonstrate impact
- Make PEP activity a standing item for primary, secondary and special heads phased conferences

### **Resources**

- The Partnership has the opportunity to support joint bids for funding (improved chance of success); lever in support from the LA, RSC, DfE
- In kind support from partners including employers
- Better co-ordination of resources to maximise impact e.g. Teaching Schools, MATs, support from the RSC/DfE, etc

### **Working with MATs**

- Longer term, steady state, the PEP will be a partnership of MATs.
- In the short to medium term the Partnership could have a role in ensuring there is an effective configuration of MATs in the City

### **Priorities**

- The early priorities agreed by the Strategic Board have been widely supported.
- Focus on teacher recruitment and retention welcomed - but calls for greater focus on 'growing our own'