



Portsmouth  
CITY COUNCIL

# Portsmouth City Council Education: context and improvement journey

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# Portsmouth context

- 24% children in low income families, compared to 20% nationally
- More deprived relatively in 2015 than in 2010, more multi cultural; significant rise in UAMs over 2016 and 2017
- High levels of domestic abuse
- Slower economic growth than other areas in the LEP region
- Rising levels of concern about crime and County Lines/exploitation in particular
- Attainment and progress continues to be below national levels, despite almost all schools being good or better and a continuing trend of improvement

# School improvement: overview

## Strong and effective Multi Academy Trusts

- Over 50% of Portsmouth's schools are now part of a Multi Academy Trust - likely to rise to 70% by the end of 2018
- Currently 12 Multi Academy Trusts operating 31 academies in Portsmouth
- Portsmouth Academy Protocol

## The Portsmouth Education Partnership

- Strategic Board – independent chair
- Sub Groups: School Improvement Board (SIB); Teacher Recruitment and Retention, Inclusion, Behaviour and Attendance and Post-16 Forum
- Education Strategy 2017 - 2020

Also strong collaboration with other Teaching Schools through the HISP (Hampshire, Isle of Wight, Southampton and Portsmouth).

# School improvement journey: 2016

- Ofsted inspection of school improvement arrangements in Feb 2016. Action Plan issued by LA in June 2016 with 8 priorities
- Permanent appointment of Deputy Director for Education April 2016
- Portsmouth Education Partnership launched in Nov 2016 - Strategic Board and Sub Groups established in 'shadow form'
- PEP School Improvement Board (SIB) – Headteachers, MATs, Portsmouth TSA, LA officers, Solent Maths Hub
- Education Advisory Board (Member led) established by the council to scrutinise LA school improvement support
- LA commissioned Portsmouth Teaching School Alliance to deliver targeted school improvement support to LA Maintained Schools but under the auspices of the PEP and reporting to the SIB
- Key Stage 1 and 2 moderation and assessment - more robust approach implemented jointly with Southampton City Council; supported by comprehensive programme of briefings, CPD and recruitment & training of moderators

# School improvement journey: 2016

- By Oct 2016 a robust system of analysis has been put in place to determine targeted school support and challenge through the PEP Performance Dashboard
  - All schools / academies are sent a copy of their individual dashboards
  - For LA Maintained Schools the dashboard determines a priority rating of 1-3 (1 being the highest priority) and informs the amount of targeted support they will receive in an academic year
  - For academies, the dashboard informs discussions with MATs (including an annual conversation in the Autumn term) - addressing areas of concern and sharing areas of strength
- PEP School Support Directory published – system leaders
- LA use of powers of intervention for two special schools - warning notices issued and IEBs established for Redwood Park and The Harbour Schools
- Challenge Partners Hub established by Portsmouth TSA – now involves 26 schools (21 from Portsmouth)

# School improvement journey: 2017

- Portsmouth Education Partnership strengthened. PEP Manager recruited in Sept 2017. PEP Website launched. Education Strategy 2017 - 2020 published in Nov 2017
- During 2016/17 18 LA Maintained schools were given targeted support through the contract with the Portsmouth TSA.
- Of the 18 schools, significant improvements in attainment in 6 schools in RWM (by July 2017) - Manor Infant, St Jude's (KS1 and 2), Highbury Primary (KS2), Langstone Junior, Meon Junior and Portsdown Primary (KS1 and 2). Improvements also at Copnor Primary, Craneswater Junior, Medina Primary and Wimborne Junior.
- Extensive deployment of SLEs - 18 SLEs in 20 schools (over 100 days)
- Deployment of LLEs to work on Pupil Premium Reviews in 3 schools and a further 2 reviews using local senior leaders
- Deployment of NLEs working with leadership teams in 4 schools + deployment of local Heads to support 3 schools

# School improvement journey: 2017

- Collaborative working with MATs to support school improvement in schools e.g. TSAT
- 4 successful School to School Support Bids - Manor Infant, St Jude's Primary, King Richard and Lyndhurst Junior
- 15 academies highlighted as priorities 1 or 2 - informed annual conversation with MATs and with the RSC
- Strategic School Improvement Fund - successful bid in Round 1 'challenge the gap' involving 18 schools. Programme commenced in Sept 2017
- Subject networks (primary and secondary) established in 2017 for English, Maths (Solent Maths Hub), MFL and Science
- Warning Notice issued to King Richard School in Nov 2017 - close joint working with United Learning Trust with agreed programme of school improvement support

# School improvement journey: 2018

- 10 LA Maintained Schools identified for targeted school improvement support in 2017/18 - particular focus on Milton Park Primary, Fernhurst Junior, Cottage Grove Primary, Portsdown Primary, Northern Parade Junior, Copnor Primary, King Richard School and Mayfield School
- 15 academies highlighted as priorities 1 or 2 - informed annual conversation with MATs and RSC
- Strategic School Improvement Fund - awaiting outcome of bid in Round 2 focusing on improving outcomes for pupils on SEN Support in mainstream schools (18 schools targeted); literacy bid planned for Round 3 focusing on Key Stage 2

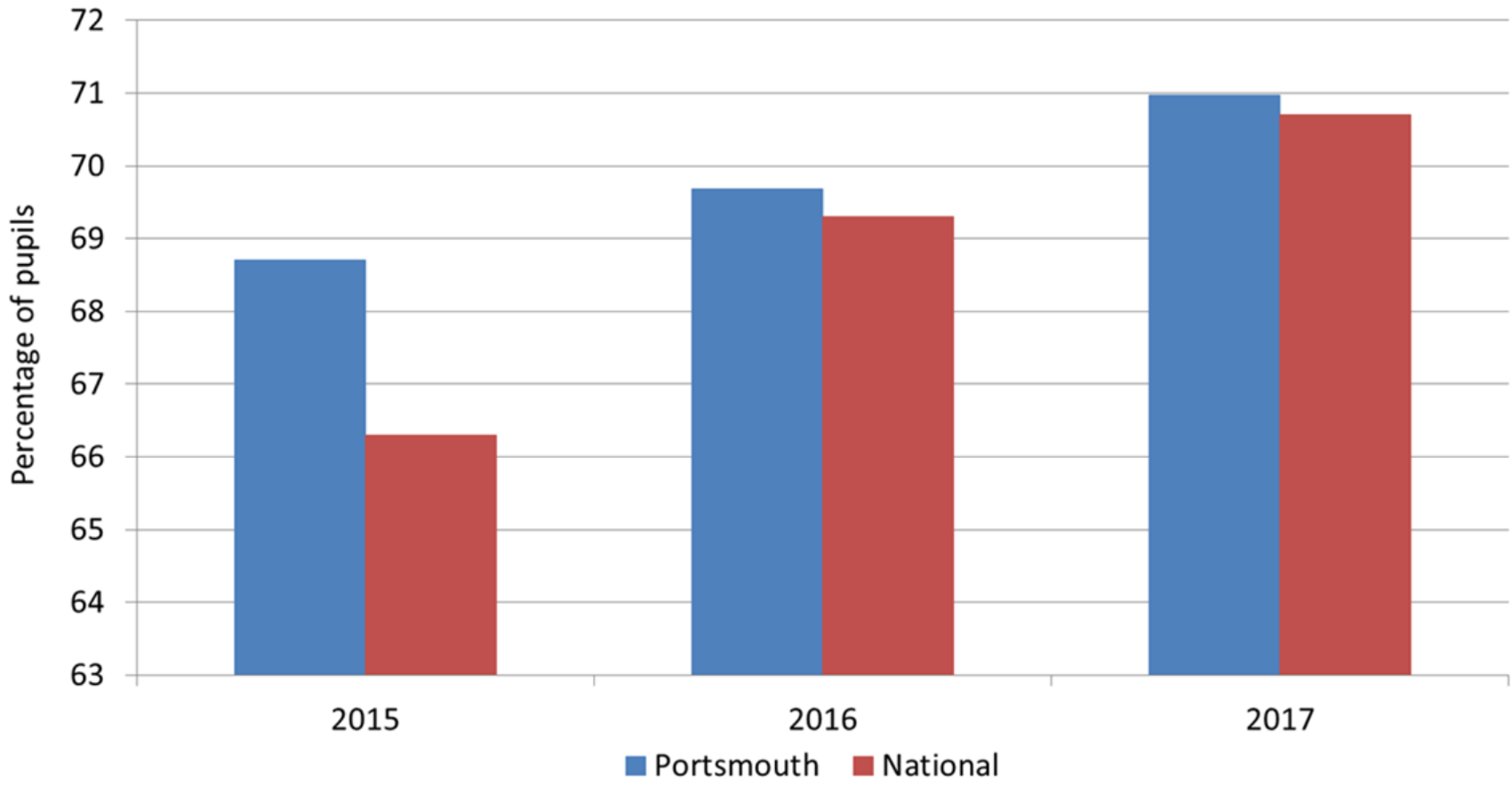


# School improvement priorities for 2018

- Improving outcomes for pupils on SEN Support in mainstream schools
- Closing gaps for disadvantaged pupils
- Leadership development
- Focus on the most able
- School attendance and exclusions
  
- Strengthening of the PEP
- Growth and expansion of MATs

# Early Years Foundation Stage Profile

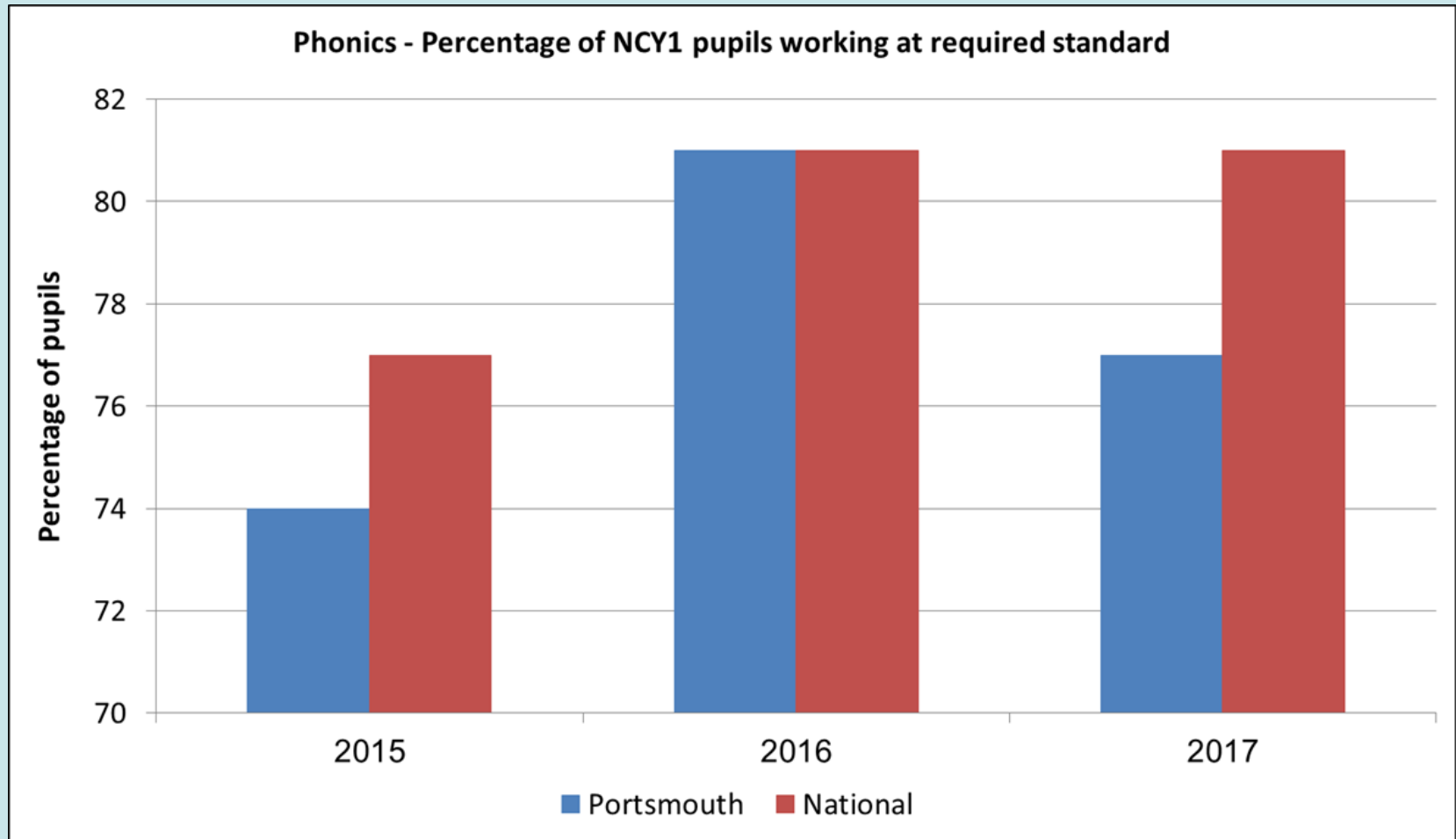
EYFSP - Percentage of pupils achieving a good level of development



# Early Years Foundation Stage Priorities 2018

- Early Years Advisory Teachers to undertake targeted work with 7 schools - highest % of cohort not achieving GLD and have consistently been below national (Devonshire Infant, Medina Primary, Cottage Grove Primary, St George's Primary, Stamshaw Infant, Milton Park Primary and Portsdown Primary)
- The 7 schools will be matched with stronger performing schools in the city who have a similar profile in terms of disadvantage / FSM, EAL, SEND, etc
- Also a focus on 10 schools where significant proportion of boys have not achieved GLD
- Consideration of a SSIF bid in Round 3 to support this work

# Phonics

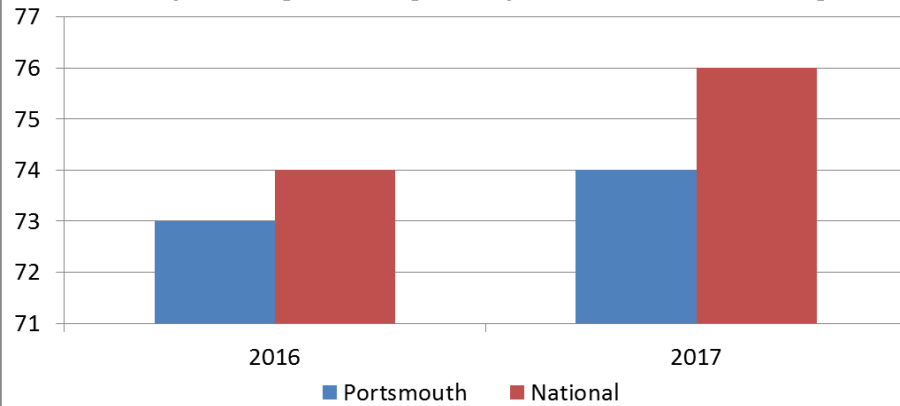


# Phonics

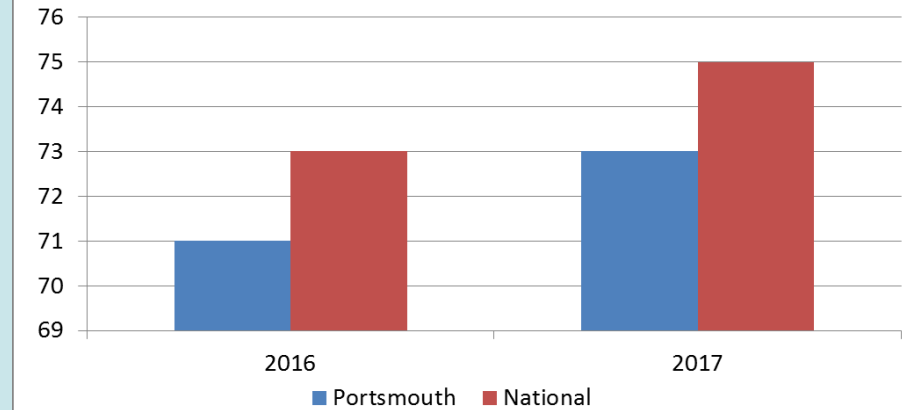
- 2016 results were out of line with a gradual trend of improvement
- The drop in 2017 to 77% was disappointing but was above that achieved in 2015 (74%)
- All pupil groups saw a decline in phonics (with the exception of SEND)
- Most significant falls were for FSM pupils (6 ppts) and Girls (5 ppts)
- Schools with consistently good phonics - St Swithun's Primary and College Park Infant
- Schools with a significant fall in 2017 - Northern Parade Infant, Portsdown Primary, Beacon View Primary, Flying Bull Primary, Highbury Primary and Langstone Infant

# Key Stage 1 attainment

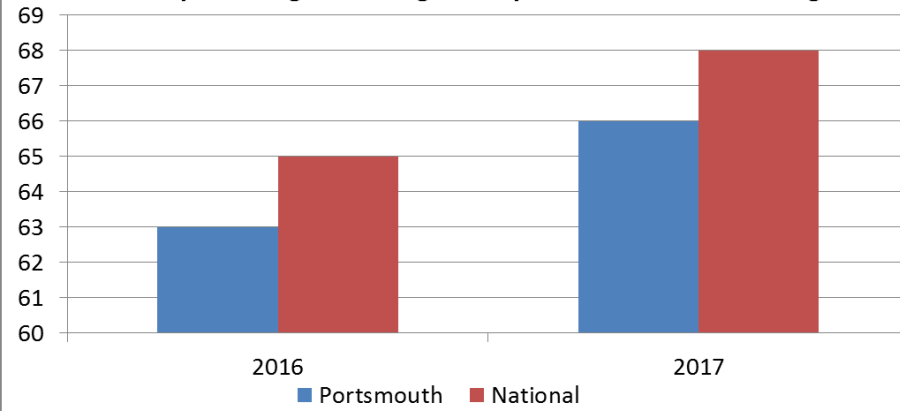
KS1 - percentage reaching the expected standard - Reading



KS1 - percentage reaching the expected standard - Maths



KS1 - percentage reaching the expected standard - Writing



# LA Rankings: EYFSP, Phonics & Key Stage 1

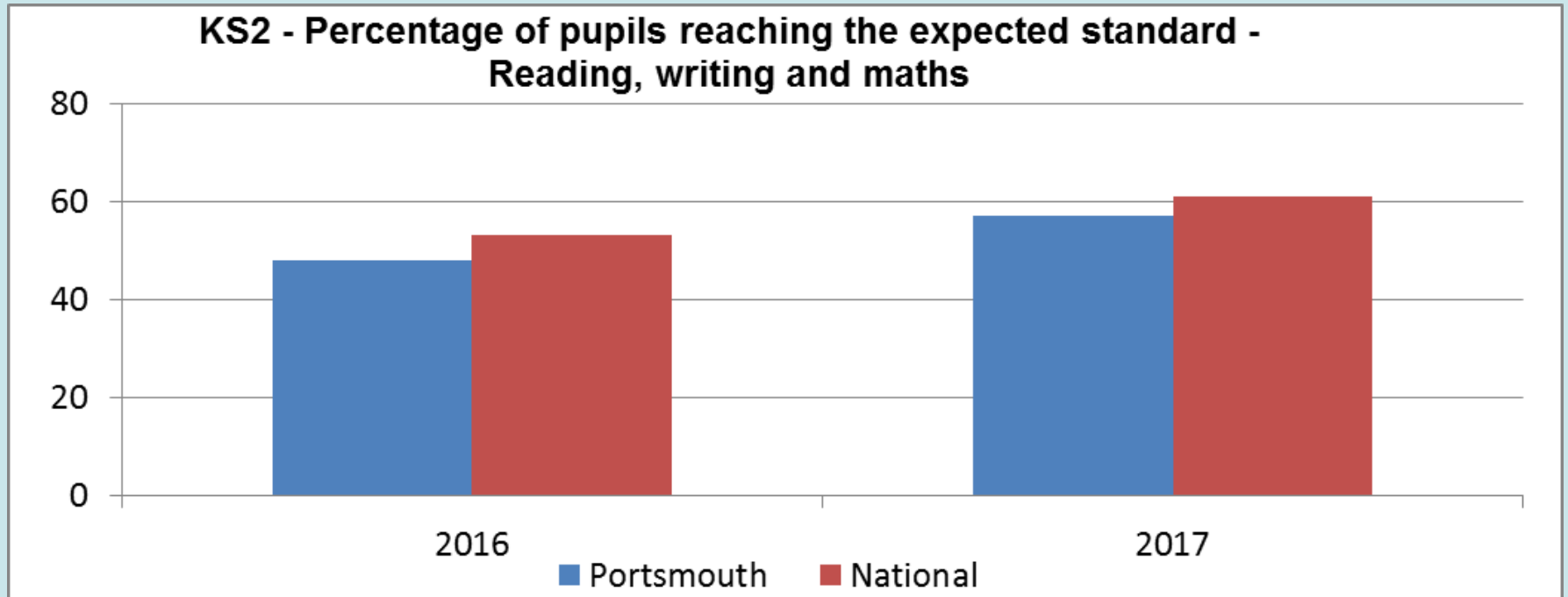
	LA Ranking 2016	LA Ranking 2017	Trend
EYFSP - Good Level of Development	70 <sup>th</sup>	73 <sup>rd</sup>	↔
Phonics Yr 1	58 <sup>th</sup>	140 <sup>th</sup>	↓
KS1 Reading	90 <sup>th</sup>	92 <sup>nd</sup>	↔
KS1 Writing	104 <sup>th</sup>	101 <sup>st</sup>	↔
KS1 Maths	93 <sup>rd</sup>	108 <sup>th</sup>	↓

# Key Stage 1 priorities 2018

- Key Stage 1 moderation
- Phonics
- Disadvantaged pupils
- SEN in mainstream
- Subject support in English, maths, science and MFL



# Key Stage 2 attainment



# Key Stage 2 attainment

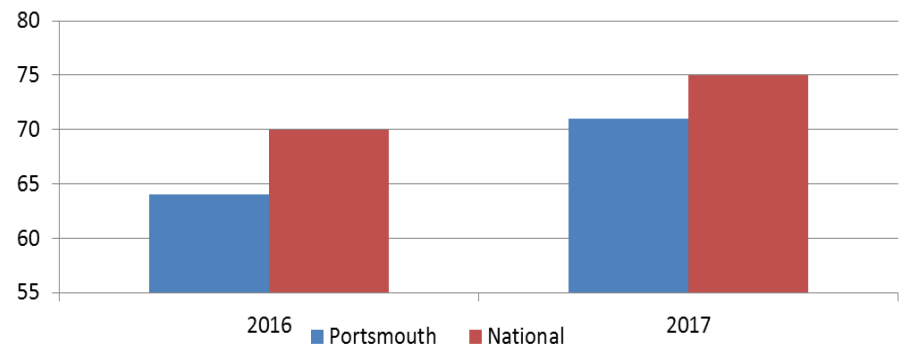
KS2 - Percentage of pupils reaching the expected standard - Reading



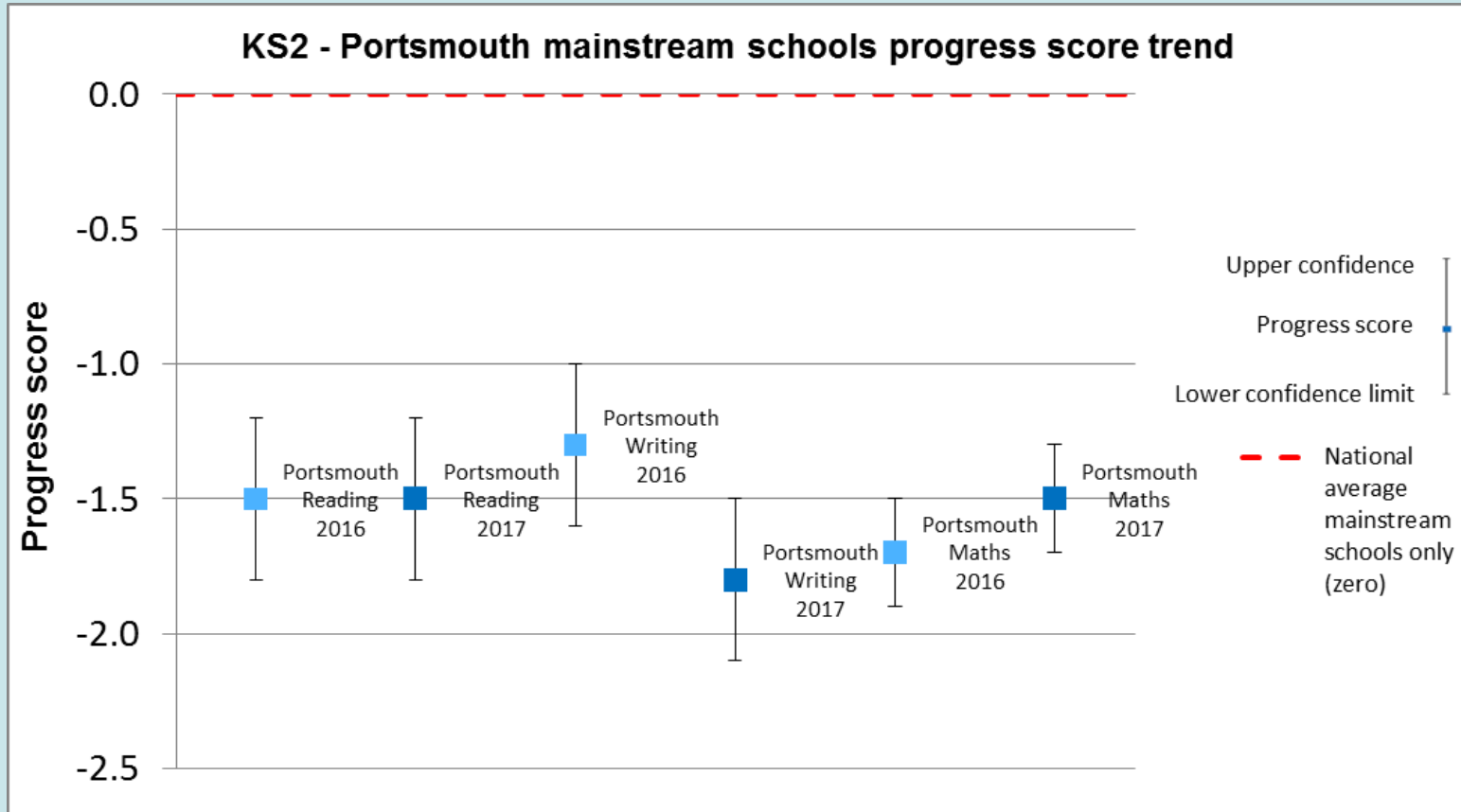
KS2 - Percentage of pupils reaching the expected standard - Writing



KS2 - Percentage of pupils reaching the expected standard - Maths



# Key Stage 2 progress



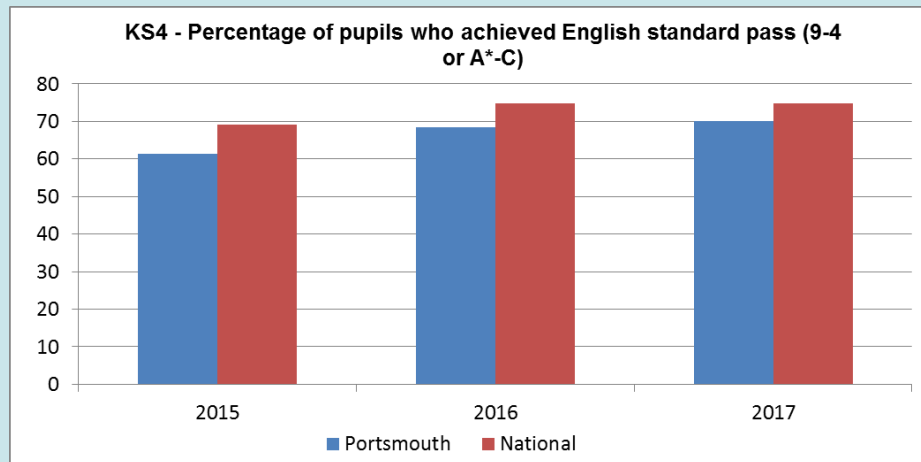
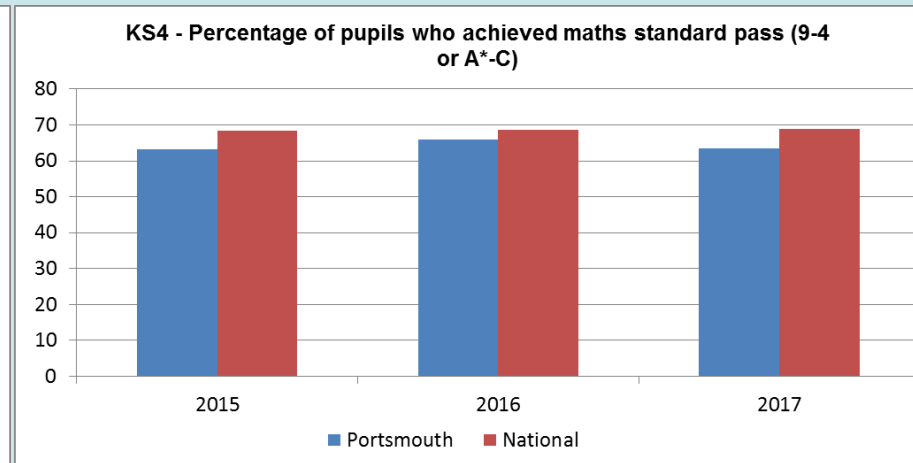
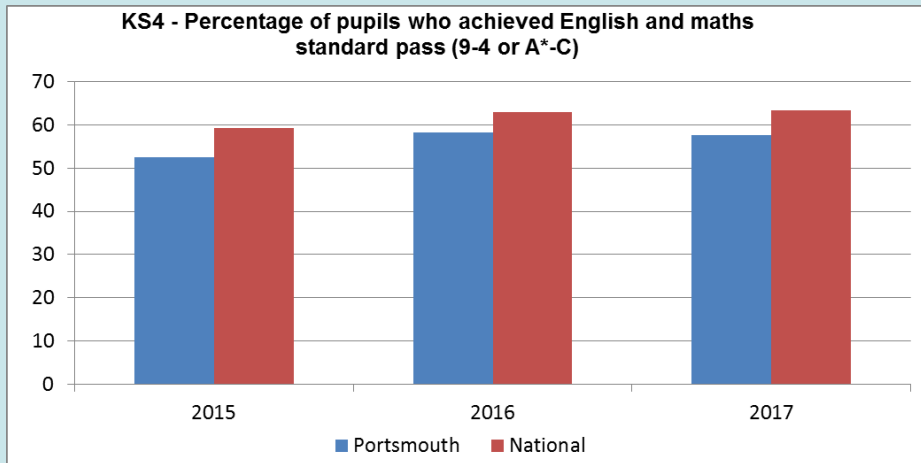
# LA Rankings: Key Stage 2

	LA Ranking 2016	LA Ranking 2017	Trend
KS2 Reading, Writing & Maths - % meeting expected standard	132 <sup>nd</sup>	124 <sup>th</sup>	↑
KS2 Reading - % meeting expected standard	122 <sup>nd</sup>	133 <sup>rd</sup>	↓
KS2 Writing - % meeting expected standard	100 <sup>th</sup>	119 <sup>th</sup>	↓
KS2 Maths - % meeting expected standard	138 <sup>th</sup>	129 <sup>th</sup>	↑

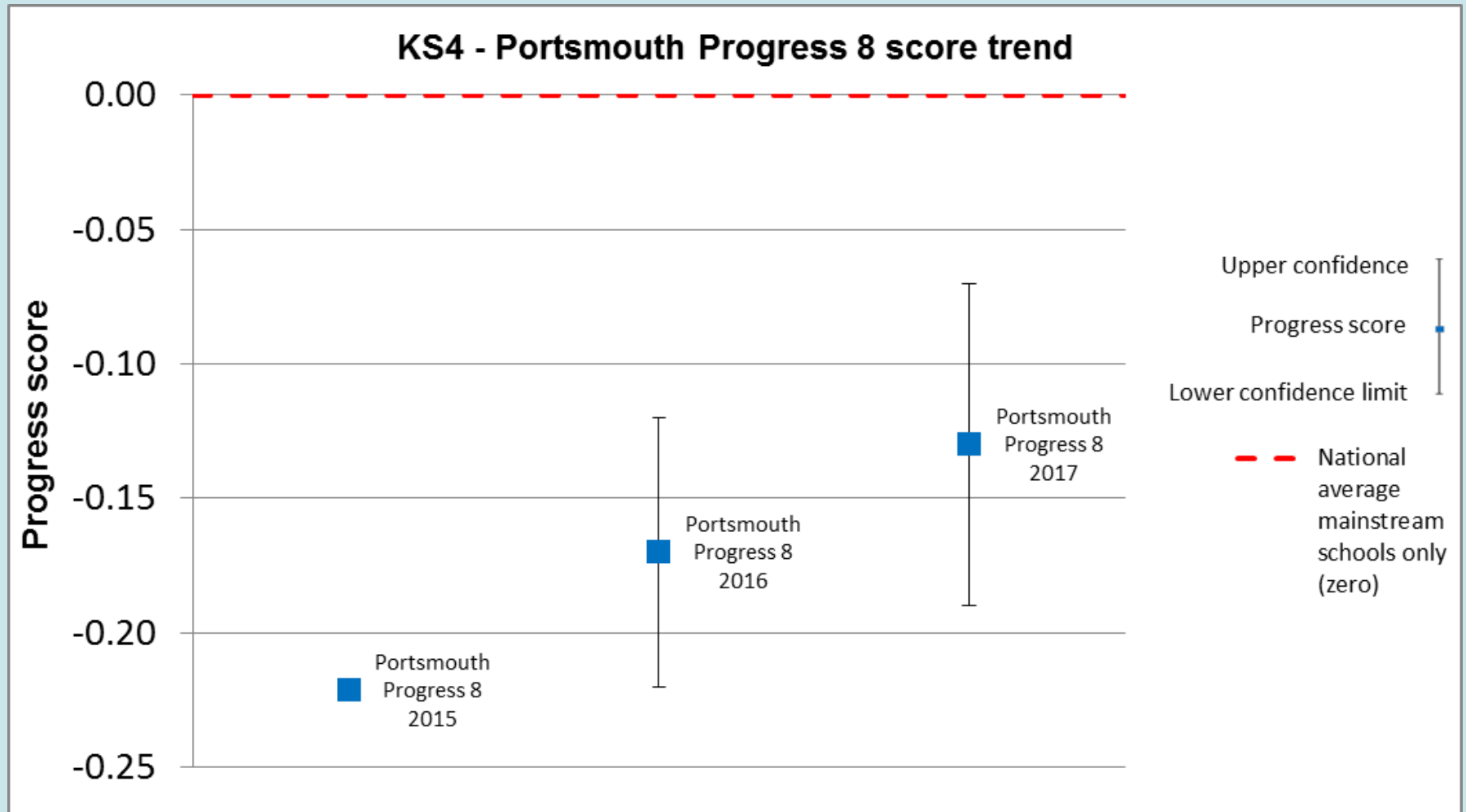
# Key Stage 2 priorities 2018

- Key Stage 2 moderation
- Disadvantaged pupils
- Most able (greater depth)
- SEN in mainstream
- Subject support in English, maths, science and MFL

# Key Stage 4 attainment



# Key Stage 4 Progress 8



# LA Rankings: Key Stage 4

	LA Ranking 2016	LA Ranking 2017	Trend
Progress 8	124 <sup>th</sup>	105 <sup>th</sup>	↑
Attainment 8 average score per pupil	141 <sup>st</sup>	142 <sup>nd</sup>	↔
Pupils achieving a standard pass (grade 4+) in English & maths (A*-C in 2016)	127 <sup>th</sup>	128 <sup>th</sup>	↔
Standard pass (grade 4+) in English (A*-C in 2016)	140 <sup>th</sup>	122 <sup>nd</sup>	↑
Pupils achieving a standard pass (grade 4+) in maths (A*-C in 2016)	109 <sup>th</sup>	127 <sup>th</sup>	↓
English Baccalaureate % entered	85 <sup>th</sup>	41 <sup>st</sup>	↑
English Baccalaureate % standard pass (A*-C in 2016)	123 <sup>rd</sup>	94 <sup>th</sup>	↑



# Key Stage 3 & 4 priorities

- Progress 8
- Disadvantaged pupils
- Most able
- SEN Support in mainstream
- Science
- MFL

# Post-16 education and training

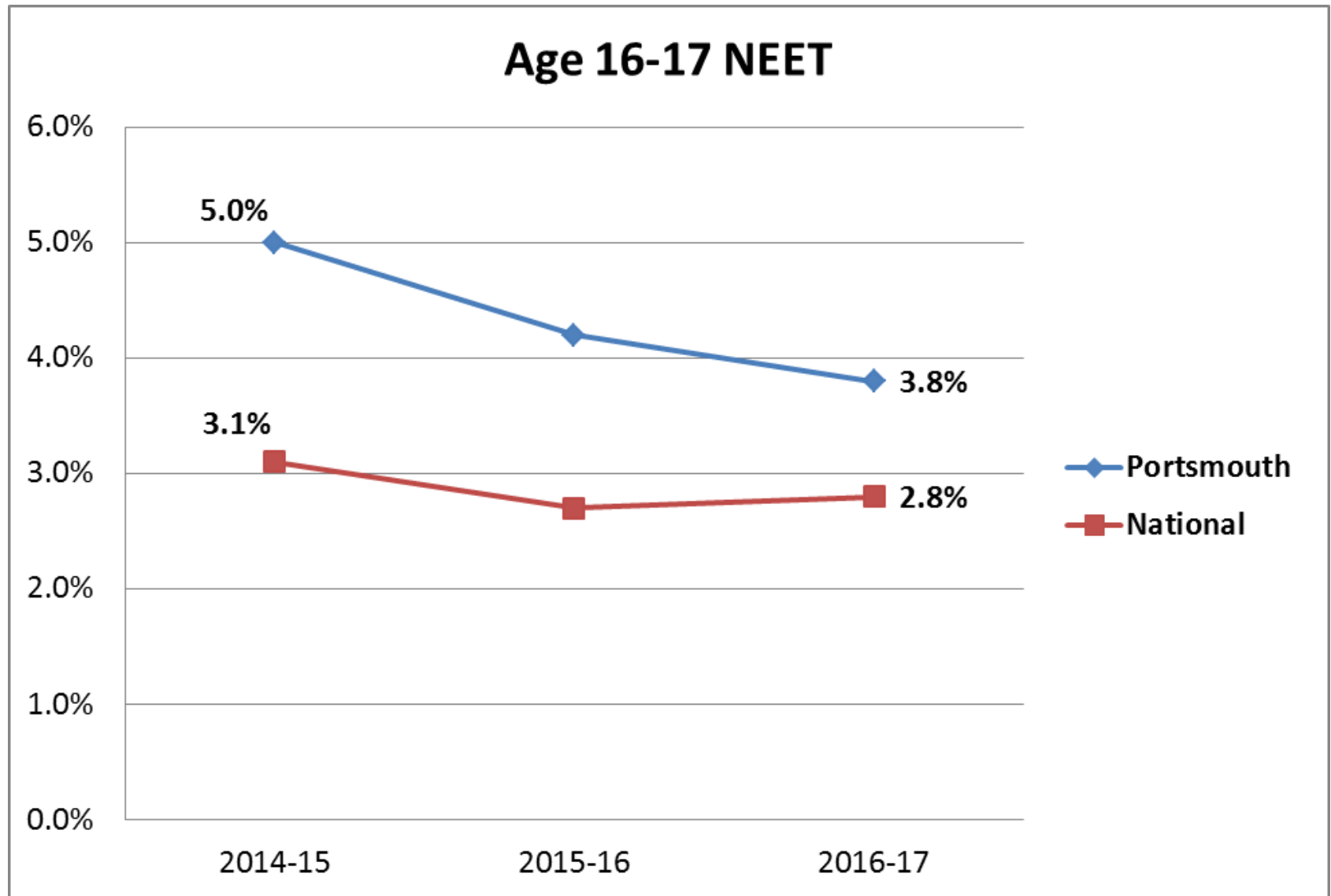
## Context:

- No school sixth forms
- In Portsmouth 2 FE Colleges - Highbury College (GFE) and Portsmouth College (Sixth Form College) and a mix of private training providers
- 37% of 16-18 year olds attend post-16 providers outside of Portsmouth, notably Havant & South Downs College
- Post-16 Forum

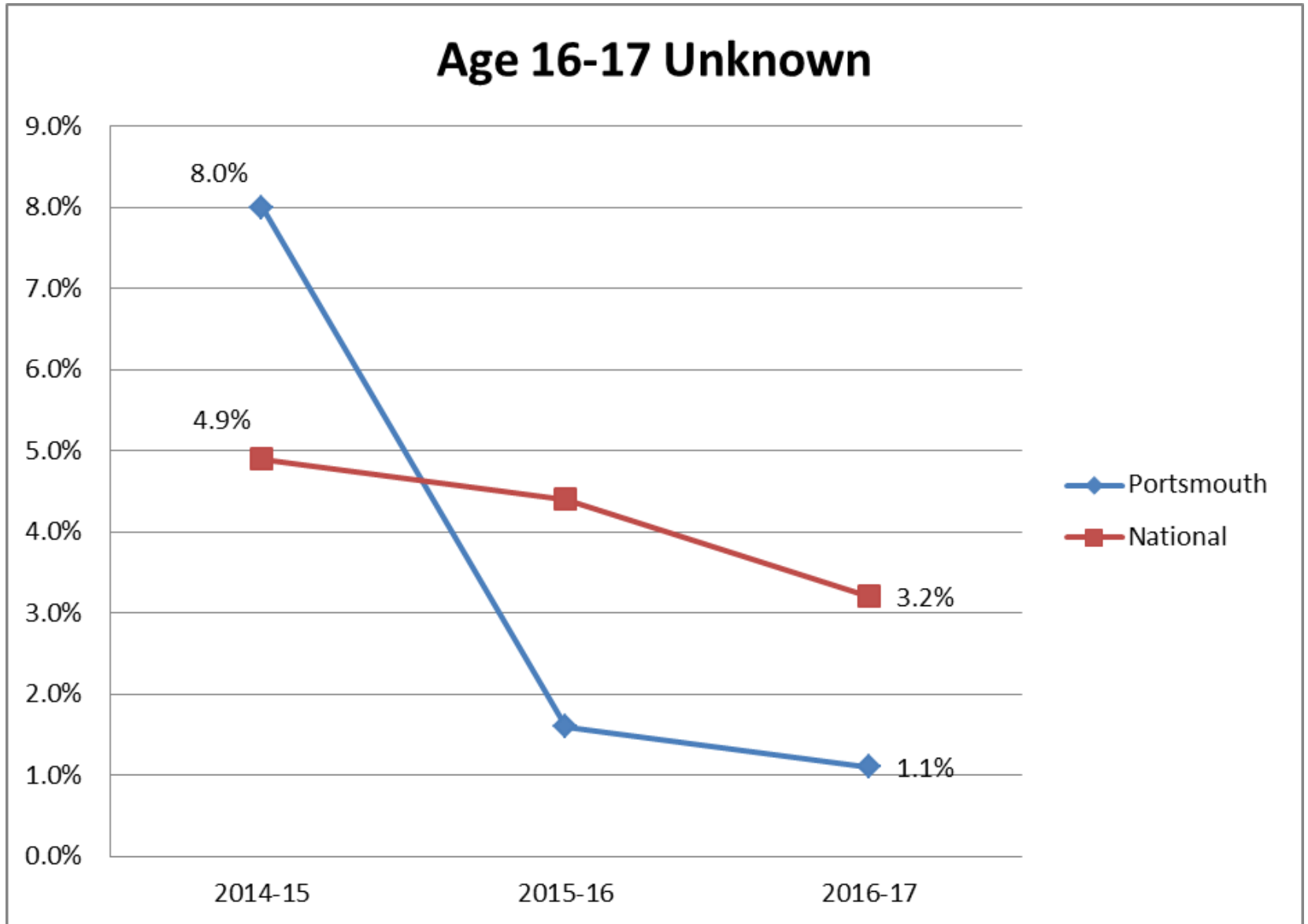
## Performance:

- Proportion of 16-17 year olds who are NEET or unknown has fallen considerably
- Performance at age 19 for Level 2 and Level 3 remains well below national average (note dip in 2016 reflecting corresponding dip in GCSE results)

# 16-17 yr olds not in education, employment or training

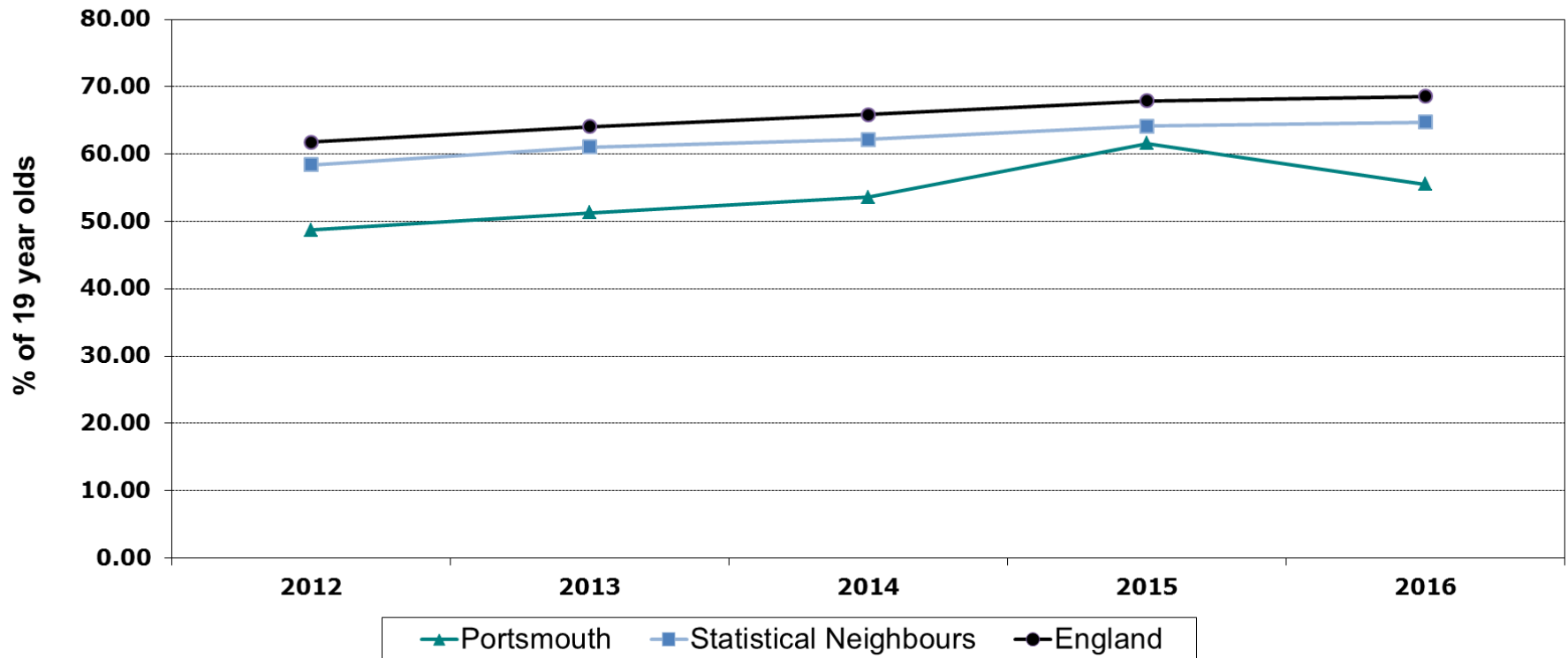


# % 16-17 year olds whose activity is not known

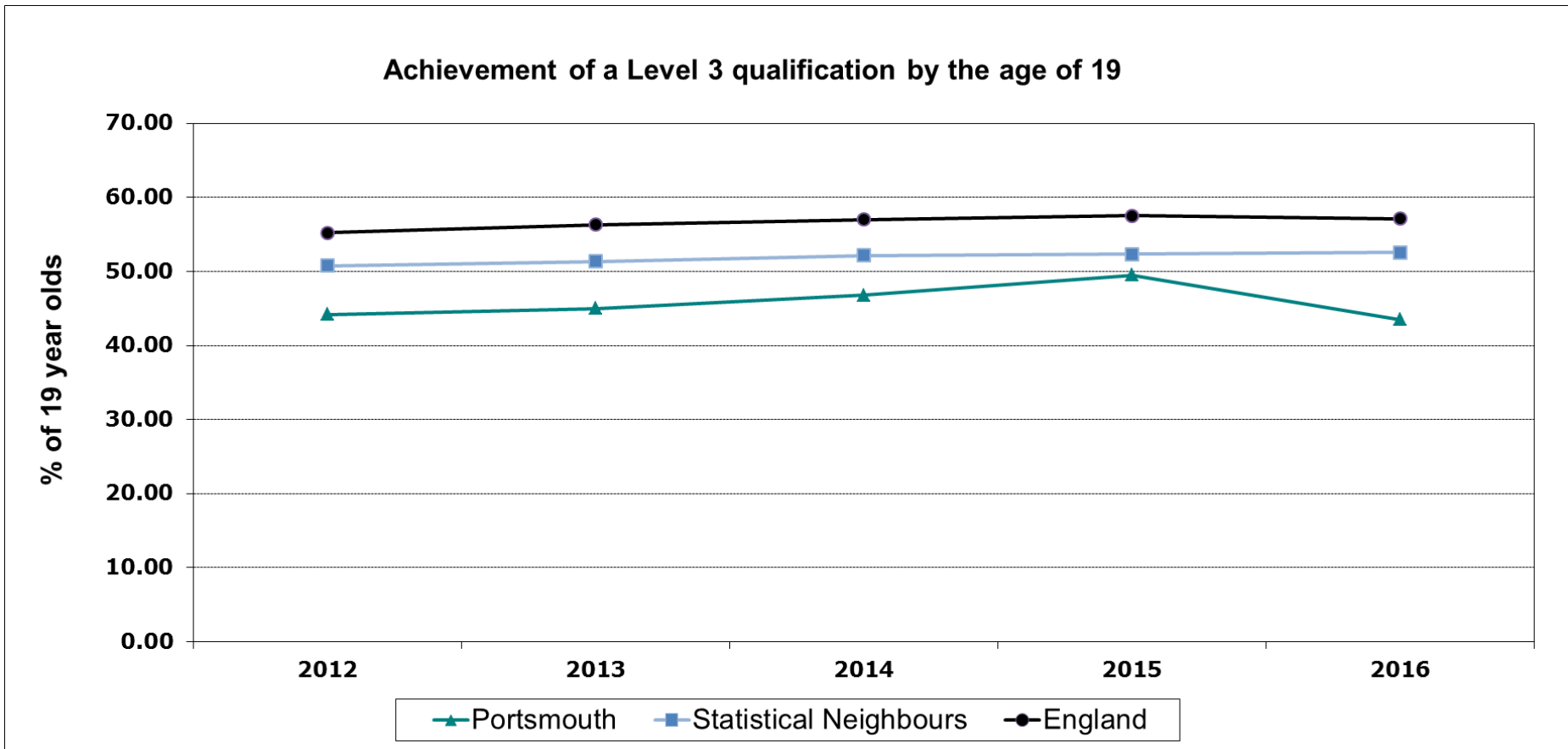


# Achievement by age 19 - Level 2 with English & Maths

Achievement of a Level 2 qualification with English and Maths by the age of 19



# Achievement by age 19 - Level 3



# Post-16 priorities

- Implementation of the Youth NEET Prevention programme and employability support
- Targeted support to reduce the number of young people who become NEET in Year 13
- Curriculum mapping
- Continued work to ensure appropriate curriculum offer and support for young people who do not achieve a full level 2 at Key Stage 4
- Development and implementation of pre-apprenticeship provision
- Working with the Southern Universities Network to deliver the NCOP project and increase participation in HE
- Increasing employment opportunities for young people with SEND

# School attendance and exclusions: overview of performance

## School Attendance

- **Primary:** continuing trend of improvement for overall absence and persistent absence – now in line with national
- **Secondary:** a continuing trend of improvement for overall absence and persistent absence but significant gap between LA and national averages (note impact of Priory on overall figures)

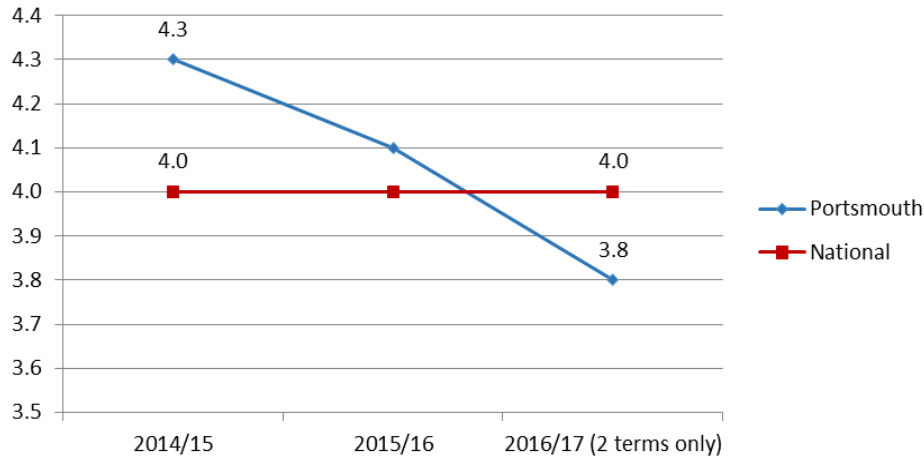
## Fixed period exclusions

- **Primary:** continuous trend of gradual improvement, but remains above national
- **Secondary:** trend of improvement until 2015/16 when below national, rates have increased due to impact of Priory School and now in line with national

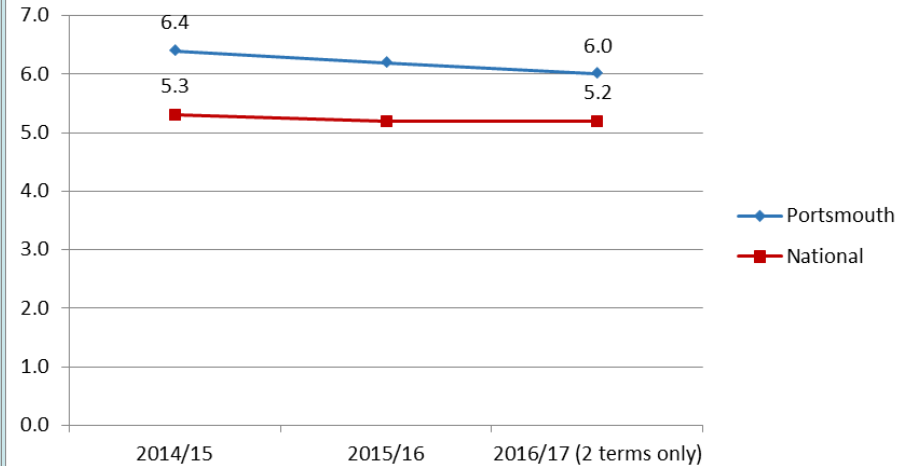


# School attendance

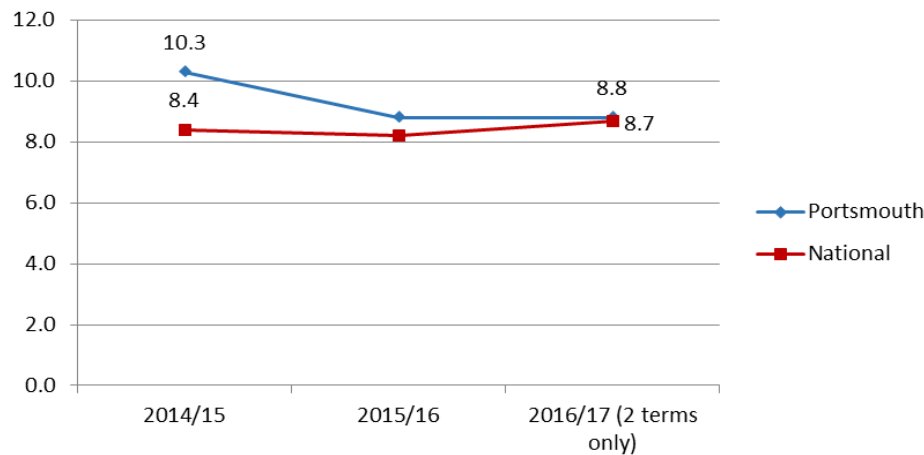
## Overall Absence 3 year trend - Primary



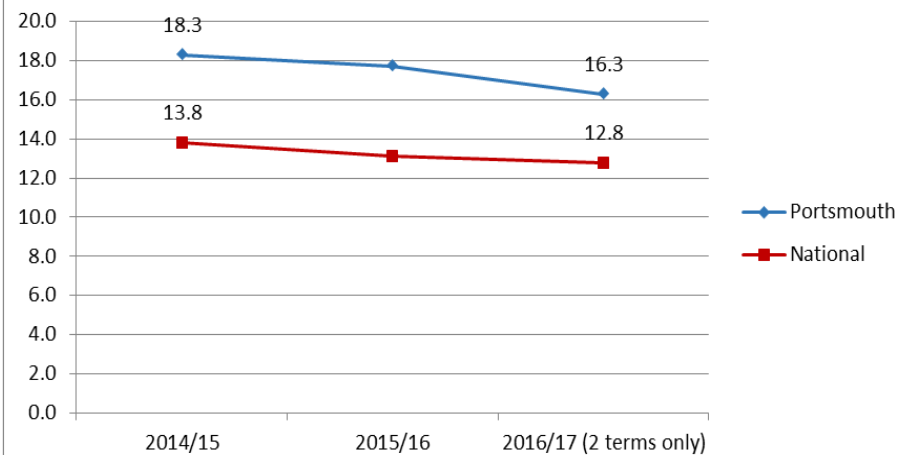
## Overall Absence 3 year trend - Secondary



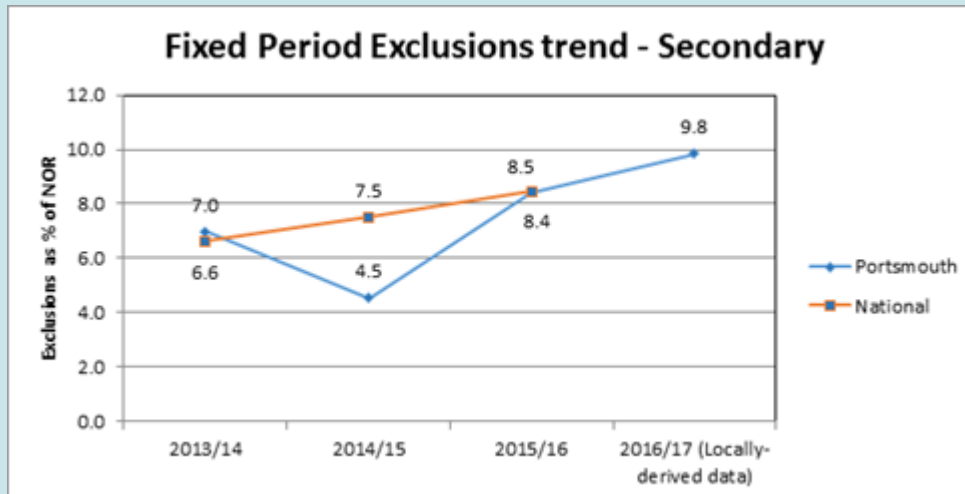
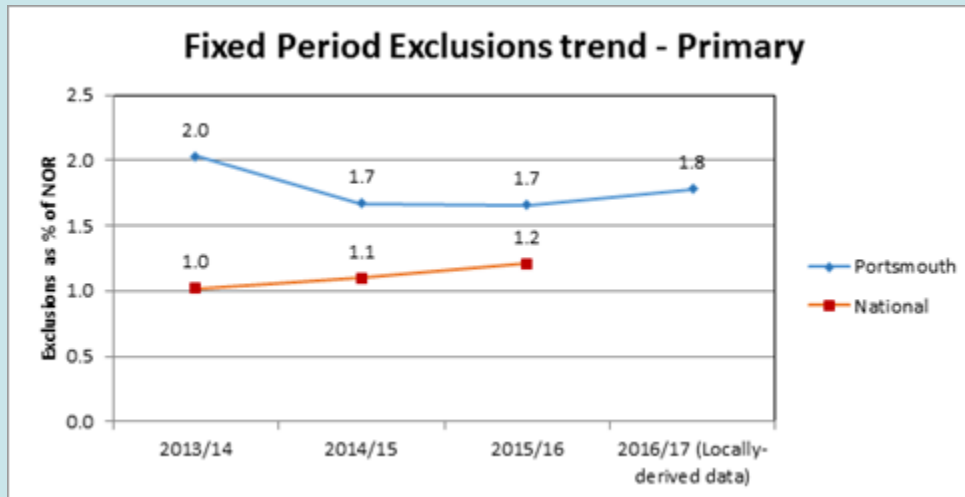
## Persistent Absence 3 year trend - Primary



## Persistent Absence 3 year trend - Secondary

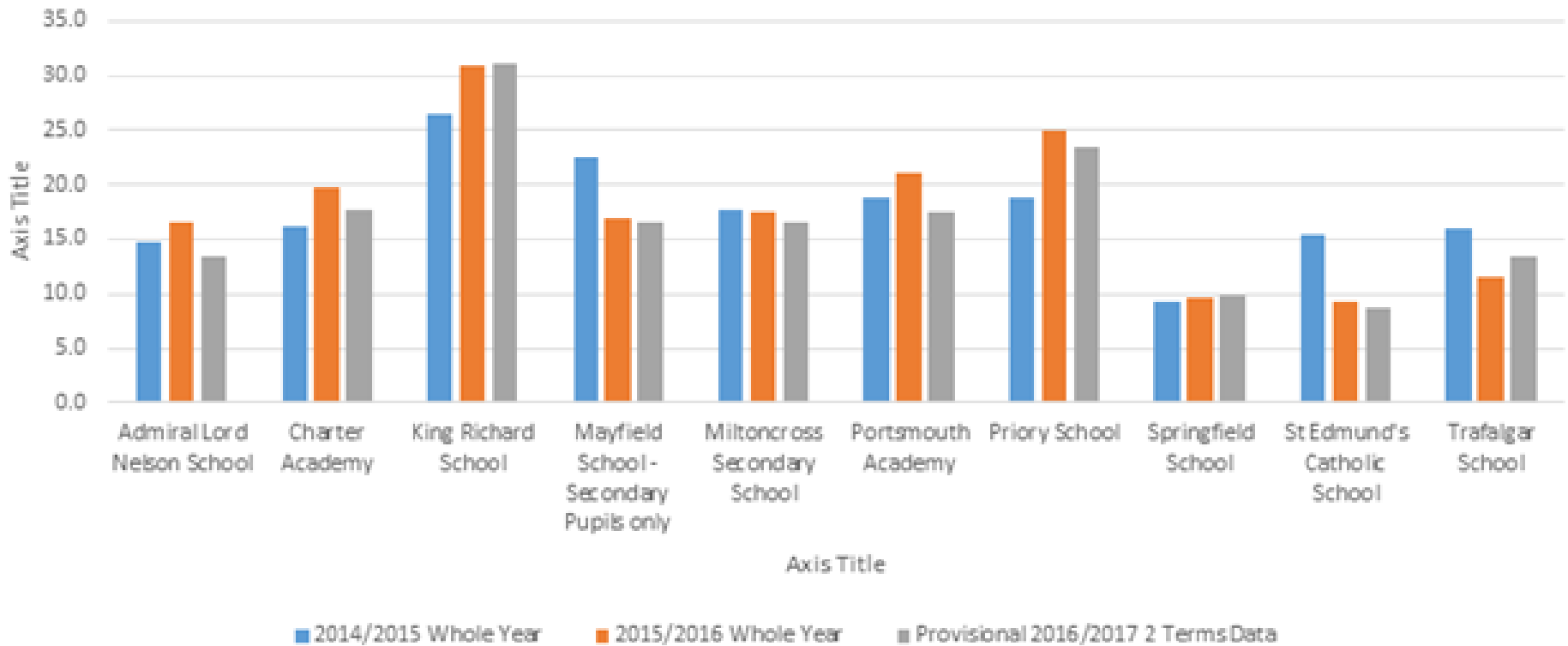


# Fixed period exclusions



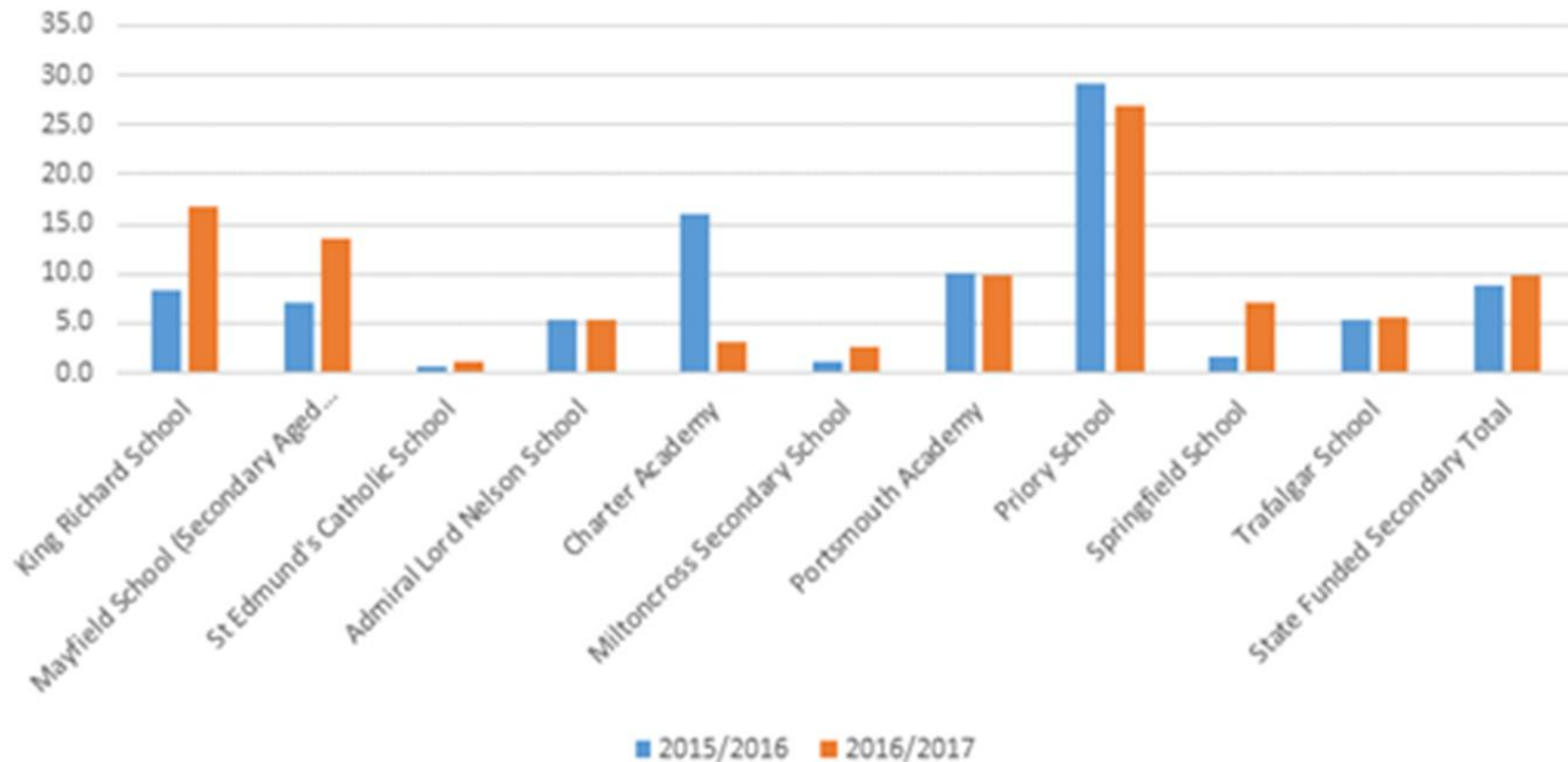
# Secondary school persistent absence

Secondary School Persistent Absentee rates from local census data.  
(Excludes primary pupils at Mayfield.)



# Fixed period exclusions - secondary

Fixed Period Exclusions expressed as a % of NOR



# School attendance journey: 2016

- Behaviour and Attendance Group (BAG) monitors attendance and exclusions and reports to the PEP Strategic Board
- Attendance Strategy published - 4 key priorities
- High profile messages/campaign to parents
- School Attendance Network (SAN) established - meets every term, providing professional development and sharing of good practice

# School attendance journey: 2017

- LA traded service established to support schools with subsidised support if deemed to be a priority determined by BAG/PEP
- School Attendance Audit - target top 10 schools for highest rates of persistent absenteeism as directed by BAG
- Persistent Absence Reviews (PARs) carried out half termly
- Role of the Early Help and Prevention Service and Think Family mentors - focus on chronic non-attenders (below 50%)

# Exclusions journey 2016 - 2017

- Establishment of an Alternative Exclusions Protocol for secondary schools following a pilot in 2015/16
- Restorative practice in schools - 18 schools signed up. To be rolled out across the city
- Emotional wellbeing and resilience in schools strategy - links with Future in Mind
- Role of the Early Help and Prevention Service and Think Family mentors
- Secondary Lead Links and Primary Behaviour & Pastoral Strategic Leads – sharing of good practice and monitoring of exclusions
- Inclusion Support Panel – collective responsibility, moderation and peer review
- Development of SEMH pathways from ordinarily available provision in mainstream to Alternative Provision (internal and external)

# School attendance and exclusions: priorities for 2018

## Attendance

- Health related absence / school nursing support pilot
- LA scrutiny review
- Refresh of Attendance Strategy
- High profile messaging to parents - new approach

## Exclusions

- Embedding and extension of restorative practice and the emotional well being strategy
- Mental health leads in schools
- Working with primary & secondary schools and The Harbour School to develop internal / external Alternative Provision
- Continued development of SEMH specialist provision



# SEND – strengths from self-evaluation

- **Quality and timeliness of Education, Health and Care Plans (EHCPs)** - person centred EHC needs assessment process resulting in high quality EHCPs; 98% of new assessments completed within 20 week statutory timescale
- **Quality of specialist SEN provision**
- **Co-production** - strong commitment to co-production in the way work with families
- **Strong partnership working** - strong leadership, clear governance and shared accountability

# SEND – areas for improvement

- **Improving educational outcomes for pupils on SEN Support in mainstream schools** - work being led by the PEP SIB and the piloting of SEND reviews in 2018 (scaled up if SSIF bid secured)
- **Capturing, monitoring and reporting outcomes at an individual level** - recording of health & social care provision specified within EHCPs
- **Further development of joint working arrangements with the newly integrated Early Help and Prevention Service** - embedding of Early Help Assessments and clarifying links with EHCPs and SEN Support + information shared between health and education via the Early Years Panel
- **Attendance and inclusion** - reducing school absence and fixed period exclusions
- **Transition to adult services**

# Prevent journey: 2015 - 17

- Prevent Co-ordinator (Charlie Pericleous) in post since Sept 2015
- Over 1500 professionals have received training in 2017 and 4,000 since July 2015 - significant proportion from schools / colleges
- Education represented on well attended Prevent Delivery Board
- Prevent Peer Review in April 2017 confirmed delivery is of high standard with strong commitment from partners. Referral rates are much lower than would be expected from a Tier 2 area
- Regular briefings to Headteachers from Prevent Co-ordinator and Ofsted Extremism Lead (Geraint Evans) + more widely to governors
- Key speakers organised for schools / colleges to raise awareness of extremism - e.g talks in 2017 from Bjorn Ihler (survivor of Anders Breivik attack in Norway) and Mike Haines (whose brother was murdered by Daesh in Syria)

# Prevent journey: 2015 - 17

- Briefings also provided to independent schools forum and language schools and those affiliated with the University
- Prevent Education Officer (John Webster) appointed in Sept 2017
  - Resource pack for schools developed
  - Targeted support for schools with high vulnerability e.g. The Harbour School
  - Partnership work with Parent Zone on digital resilience in schools and Small Steps to raise awareness of Far Right extremism

# Prevent priorities: 2018

- Focus on online safety within schools
- Joint working with Motiv8 and Pompey in the Community to engage with young people and challenge extremism narratives and develop critical thinking skills
- Increase safeguarding in supplementary educational establishments e.g. Madrasahs and training for Polish school teachers
- Survey to assess the needs of schools in respect of the Prevent Duty - led by Education Officer
- Continuing work with schools so that they are confident in their understanding of the Prevent Duty
- Training for HTs / PSHE leads on links between PSHE and Prevent
- Further development of resource pack for schools

# Elective Home Education

- Numbers have more than doubled since 2010/11 from 101 to 256 by end of 2016/17. Majority are in Years 7 - 11.
- Only 40% of families have a home visit (or meet at an alternative venue)
- A further 17% are willing to submit reports to the council
- 21% of EHE are SEND

# Elective Home Education

- Attendance officer employed by the council who is responsible for recording the information, making contact and organising visits at least once a year. All records are forwarded to the MASH and MET
- Annual report on EHE goes to the PSCB
- LA's EHE guidance & FAQ document updated annually
- Joint letter from Education and Public Health goes to parents who choose EHE referencing the universal services that would have ordinarily been available through the school and school nursing service
- Letter required from the parent stating they wish to EHE - school then sends migration report to the LA

# Unregistered schools

- Ongoing monitoring
- Survey of secondary schools undertaken in 2017 to audit use of external provision – no concerns



# Early Years 2 year old funding uptake

- Uptake has increased and was at 82% by the end of the Autumn term 2017
- For Spring 2018 it is currently at 80% based on places awarded
- Work to promote and improve uptake includes:
  - Termly meetings with key partners (Portage, FNP, Health Visitors, EYATs, etc) to support early identification of children who may need additional support to access a place
  - Targeted outreach - directly contacting families
  - Online application to support parents to self-serve