

# School Improvement update

Sept 2018

## The School Improvement Board

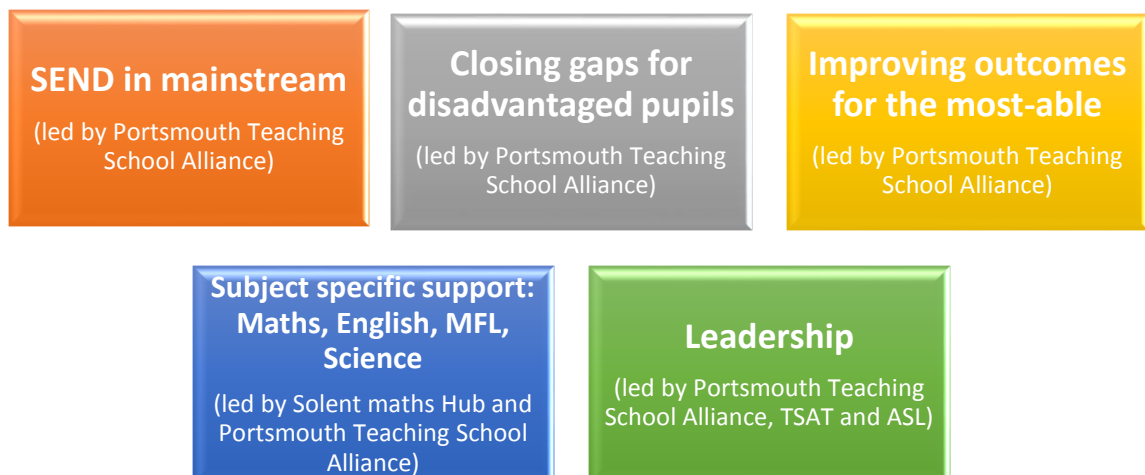
***The PEP School Improvement Board has successfully created a partnership which is working for all schools in Portsmouth. Supported by the Portsmouth Teaching School Alliance and the Local Authority, academies and LA maintained schools have worked together collaboratively on school improvement support, identified priorities and secured funding.***

The Board consists of Headteachers from all phases (both LA maintained schools & academies), Portsmouth TSA, Solent Maths Hub and LA officers.  
Chaired by Simon Graham, Headteacher, St Edmund's Catholic School

### Main functions

- Agrees key priorities for collaborative school improvement support
- Agrees data-based criteria for identifying strengths and weaknesses across all schools
- Secures funding and co-ordinates / brokers deployment of school improvement support and system leadership
- Builds a system of external verification

## School Improvement priorities 2018/19



*These priorities cut across all schools, both LA maintained and academies.*

# School Improvement priorities 2018/19

**SEND in mainstream** (led by Portsmouth Teaching School Alliance and LA)

*Rationale: The PEP School Improvement Board analysed available data in November 2017, this showed significant gaps for pupils on SEN Support compared to national. No data for 2018 yet available.*

- We have been successful in a SSIF bid for £200 000 to support 18 schools with pupils on SEN Support in mainstream. Wider dissemination is already happening, including a further 5 schools who have chosen to join the project at their own cost. There will also be CPD, a conference and access to reviews for all Portsmouth schools.

## Support

- SLEs – 2 deployments
- PSENSP – outreach support
  - CYP - requests related to individual young people:
    - Total so far 41 cases
    - Settings = 9 x nurseries, 31 infant, junior, primary schools/academies, 1 secondary
  - CPD - staff training requests: Total so far is 18 (15 settings in total)
- Autism Awareness courses: 18 participants/ 8 schools
- Attention Autism training: 20 participants/6 schools
- Maths SEN training (Solent Maths Hub):11 schools (Primary - 8, Secondary - 3).
- SENCO network run by LA: all Portsmouth Schools.
- Introduction to emotional well-being (LA): 6 participants / 4 schools.
- Support through Challenge Partners (specific session on SEND): 21 participants/16 schools
- TA programme (MITA): 2 participant schools from Portsmouth - 30 in total.
- SEND specific CPD sessions: ITT: 45 participants; NQT:97 participants; RQT:13 participants
- Inclusion Service from LA (The SEND Team, The Children's disability team, Admissions, Exclusions and Reintegration School, Attendance Team, Education Psychology Team, Sensory Impairment Team, Portage Team, Virtual School and College Team): all Portsmouth Schools.

## Outcomes 2017- 2018

- Early data shows very positive engagement of all schools. Baseline completed and coaches working with schools to support areas identified.
- All schools have had at least 2 visits so far and have developed an action plan. Main strengths are in day to day management of SEN support and in understanding individual needs. Main areas for development are in linking SENCo with SLT, ensuring that SEN issues are high on school improvement agenda for schools. Themes include: improving the quality of teaching of children with autism, effective differentiation, dealing with reading difficulties, SEMH, family engagement and use of TAs. There has also been a request to support SEND governors.
- No data for 2018 yet available and it is too early for this project to have had an impact on 2108 results.

## Closing gaps for disadvantaged pupils (led by Portsmouth Teaching School Alliance)

*Rationale: In all Key Stages, the disadvantaged performed less well than national non-disadvantaged*

- We have been successful in a SSIF bid for £200 000 of funding to support the Challenge the Gap project which is working with 18 schools. This project has run with a further 8 schools in previous years.

### Support

- SLEs: 4 deployments (SLEs have been running some of the sessions)
- Pupil Premium reviews: 3 schools
- Support for governors: 18 schools

### Outcomes 2017 (2018 data not yet available)

- Evaluations of the CTG project for 2017-8 averaged 9.7/10 and there was a projected outcome of 85% improved progress from the baseline for the students on the programme. A Year 2 programme is under development. 2017 data shows that outcomes for disadvantaged pupils are improving.
- EYFS – gap narrowed and improving trend. Gap is smaller than national gap and more disadvantaged pupils achieve GLD than national.
- KS1 – gap smaller than national gap, especially in reading and writing, where most of the focus had been placed
- KS2 – RWM combined gap was wider than national but closing, especially in Ma. Progress scores for R and Ma have closed slightly on national, W slightly increased
- KS4 – no schools involved in 2017 data.

## Improving outcomes for the most-able (led by Portsmouth Teaching School Alliance)

*Rationale: Outcomes for most-able were below national at KS1, KS2 and 4*

### Support

- SLEs
- Greater depth planning and curriculum CPD for primary: 26 participants, 16 schools
- University Lecture series for GCSE English Literature: 127 students, 6 schools

### Further support planned

- Most-able network (NACE) to share best practice and develop a city-wide approach and strategy.
- School 'Most Able' Audits including a pilot group of six schools. Oversubscribed initial meeting.

**Outcomes:** None yet as this project has only just begun.

## Subject specific support: Maths, English, MFL, Science

*Rationale: Outcomes in these subjects were weaker than national at **KS1, KS2 and KS4***

- SSIF bid for support for KS2 maths has been submitted which will cover at least 12 schools. The bid was unsuccessful but a contingency plan has been put in place working with Solent Maths Hub, targeting those schools that have not so far engaged with the mastery programme.

### Support

- SLEs: 4 deployments
- Subject specific networks
  - Maths
  - English Primary and Secondary
  - MFL Primary and Secondary
  - Science KS2
  - STEM Primary and Secondary
- Moderation support EYFS, KS1 and 2

## Leadership (led by Portsmouth TSA, TSAT and ASL)

*Rationale: Ofsted reports and schools indicated a need to build sustainability and maintain high quality leadership*

### Support

- Ambition School Leadership programme: 9 schools
- Leadership Conference: 89 participants from 42 schools
- Leadership workshop with Ambition School Leadership and Maria Dawes, Deputy Regional Schools Commissioner: 29 participants, 26 schools
- SLEs: 89 days in 10 schools, LLEs: 3 schools and NLE support: 3 schools

### Support planned

- National Professional Qualifications suite 56 applicants from 20 schools (36 ML and 20 SL)
- Women Leading in Education Network

### Outcomes 2018

- Ofsted graded Leadership good or outstanding in all LA schools inspected during 2017-8.
- 86% of pupils now attend a good or outstanding school compared to 65% five years ago.

## Other support

- **Inclusion Units:** We are working to develop a quality assurance visit of the educational outcomes of pupils in our 9 inclusion units. There will be 5 reviews by the end of this term.
- **Governors:** We are working to deliver specific training for governors and have delivered 2 training sessions for governors. Governance reviews have taken place in 3 schools.
- **Moderation:** We continue to support KS1-2 moderation with training and advice.
- **NQTS and RQTs:** We continue to support the development of NQTS and RQTs.
- **External reviews** have taken place in 19 Portsmouth Schools through the Challenge Partner QA peer review process and a further 8 LA schools have had an external review. (All LA maintained schools except 2 have had either an external review or Ofsted in 2017-8).
- **Special Schools:** We are working with the special schools to design a system that accurately identifies their priorities. All special schools are either in discussions about becoming an academy or are already academies. All special schools are currently graded by Ofsted either outstanding or good.

## School Improvement support for LA maintained schools

### Outcomes 2017- 2018

- In September 2017, there were 30 LA maintained schools excluding special schools and 10 of these were priority 1 or 2. We judge that 2 of these no longer require intensive support, having been given grade 2 by Ofsted, 6 remain a priority for support and 2 have become academies since September 2017.
- In 2017-8, we also supported, on request, 7 individual schools which were priority 3 (LA and academy).

In schools which have been supported, outcomes are positive, for example,

- Wimborne Junior – work on maths resulted in improved results in 2018 and Ofsted G2. School improvement support was recognised in the report: ‘Leaders have put in place effective strategies to improve teaching in mathematics. Staff now have strong subject knowledge. Pupils are able to confidently apply their skills when reasoning and solving problems. This is having a positive impact on pupils’ progress in every year group.’ Ofsted July 2018.
- St Paul’s Catholic Primary, Ofsted G2 July 2018 ‘The local authority has an accurate view of the school’s strengths and areas for development. It provides effective support that is appropriate to the needs of the school.

- St George's CofE Primary, Ofsted G2 July 2018: 'Senior leaders ensure that school development plans focus on the most important areas for improvement and contain specific goals.'
  - Portsdown Primary, Ofsted May 2018, Grade 2
  - Fernhurst Junior, Ofsted Nov 2017, Grade 2
  - St Jude's CofE Primary – KS1 improvement in all areas, KS2 maths in 2018 and good monitoring visit outcome. Support for school improvement was recognised: 'The Portsmouth Teaching School Alliance, under the direction of the local authority, provides helpful support that is strengthening the effectiveness of the school. A range of experts work usefully with leaders to develop their strategic understanding and experience'. Ofsted, Oct 2017.
  - Bramble Infant – work on EYFS resulted in improved results in 2018.
  - Mayfield School – work on KS1 reading and writing resulted in improved results for 2018. Science work at KS4 resulted in improved outcomes.
  - Cottage Grove Primary – KS1 work on all areas resulted in improvements for 2018 and at KS2 there were improvement in R and W.
  - Milton Park Primary – KS1 improvement in R and W, KS2 improvements in R.
  - Highbury Primary and Langstone Junior which have become academies recently and have engaged with the support from the school improvement team over the past three years, have seen their results improve significantly.
- The main source of support has been through SLEs who have been extensively deployed across the city. Over 2017-18 we supported 16 LA schools with over 50 days of in-school support
  - We deployed LLEs to work on Pupil Premium reviews in 3 schools and a further 3 reviews used local and national senior leaders.
  - Our NLEs were deployed working with leadership teams in 4 schools and in addition we have deployed Headteachers to support others in 3 schools.
  - Our NLGs have been deployed in 3 schools.