

Appendix 1: School Improvement update

July 2019

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 Andrew Olive, St Swithun's Catholic Primary 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



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

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

School Improvement priorities 2018/19

Rationale: The PEP School Improvement Board analysed available data in November 2017, this showed significant gaps for pupils on SEN Support compared to national. Data for 2018 indicates a mixed picture with improvements in Reading, Writing and Maths progress scores at KS2.

We have successfully run the SSIF-funded SEND in Mainstream Review with 23 schools and we have 7 schools who have elected to run the programme into a second year. Outcomes from the evaluation report were resoundingly positive, with impact measured at individual, school and MAT/LA levels. Professional development was an area of particular improvement, with a community of professional learning continuing to build on skills within school pairs with both leadership and classroom practitioners. A very positive outcome was the impact on wellbeing of the SENCo in the project schools, with the supportive and collaborative work enhancing their roles and may have an impact on retention rates.

Support

- SENCO network run by LA: all Portsmouth Schools.
- Introduction to emotional well-being (LA): 6 participants / 4 schools.
- TA programme (MITA): 2 participant schools from Portsmouth - 30 in total.
- TA training run through TSA – 25 participants
- SEND specific CPD sessions: ITT: 45 participants; NQT:103 participants; RQT:13 participants
- SEND SSIF dissemination conference – 48 attendees from 30 schools

Outcomes SSIF project

The extensive evaluation report highlighted success in all KPIs of the project. Peer coaching, around which the project was built, was one exemplar area of success:

Peer Coaching Feature	Evidence from SENCO (S) & Coach (C)	
Shared/sharing practices	S	<i>'I felt I was an equal partner, even though I knew that [Coach] was vastly more experienced than I was'</i>
	C	<i>'It's a naturally occurring relationship, so that it is almost like discussing and sharing an SEN issue with a teacher in my own school'</i>
Exemplifying effective SEN pedagogy	S	<i>'What was great was that I could actually see a real strategy, not a theoretical one...this made it so relevant to my own situation'</i>
	C	<i>'Schools have used the project to re-evaluate and improve their school systems in place for supporting learners' with SEN/D, to bring them in line with the principles of the Code of Practice'</i>
Support and challenge	S	<i>'There were definitely a few cases when I really had to dig deeply to find the right intervention, but she [coach] made this much easier as I knew I could ask for her input'</i>
	C	<i>'We had robust discussion about different ways to make the differences we were wanting to make'</i>
Promoting leadership opportunity	S	<i>'I definitely feel a lot stronger, more confident as an SEN lead in my school'</i>
	C	<i>'The real work and change lies around Leadership development'</i>
Building confidence through skills/knowledge	S	<i>'I've learned such a lot as a result...I've also got a good idea of where to look for new ideas...I'd count the other SENCOs in the project as a big resource'</i>
	C	<i>'They [SENCOs] have a much-improved understanding of both how to interpret whole school data and its utility, setting realistic and important aims and measures for impact'</i>

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

Outcomes

Impact for pupils from CTG project

- 49% of pupils in project improved attendance
- 96% improved their ability to work independently
- 34% improved their academic progress, especially in reading and writing

The difference between outcomes for disadvantaged pupils and others remains an area of focus but other data analysis indicates that pupils who are disadvantaged but do NOT have any other barriers such as SEND or EAL do as well as non-disadvantaged pupils.

Future actions by Teaching School

There is to be a city -wide focus on developing reading as this was a key focus of all the effective interventions in the CTG schools.

Year 2 of CTG has been rolled out. This is a bespoke peer review programme and has involved 4 schools.

We have also offered training on parental engagement as this was identified as an area needing further support.

Improving outcomes for the more able (led by Portsmouth Teaching School Alliance)

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

Support

- The More Able Network has had 22 schools working as a collaborative group developing an action plan based on a digital audit completed at the start of the year. Paired schools have completed peer reviews, with feedback to the group informing shared best practice on identification, tracking and monitoring, intervention strategies and engagement. Initial monitoring suggests a range of positive outcomes, including development of policies and strategies in a range of schools. The audit will be repeated at the end of the term to

demonstrate impact. The network will continue next year, with a bid being placed to support a sub-group of 10 schools focusing on More Able Disadvantaged boys.

- More Able has been a standing item on subject networks and is also part of School Direct, NQT and RQT programmes.
- Greater depth planning and curriculum CPD for primary: 26 participants, 16 schools
- University Lecture series for GCSE English Literature: 270 students, 8 schools

Outcomes: TBC once MA final audit has been completed, initial indications very positive, especially in terms of identification and tracking.

Future actions by Teaching School

- CPD as above will continue

Curriculum Development and subject support

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

Support

- Curriculum Development – Ofsted briefing and Curriculum planning course attended by over 40 schools
- See separate report for Maths hub activity
- SLEs: Most SLE deployments were for maths, primary literacy and primary science.
- Subject specific networks held every half term, 30 schools in total attend these
 - Maths
 - English Primary and Secondary
 - MFL Primary and Secondary
 - Science KS2
 - STEM Primary and Secondary
 - Arts
- Moderation support EYFS, KS1 and 2

Future actions by Teaching School

- CPD as above will continue

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

- SLEs: 143 days in 11 schools
- National Professional Qualifications suite 56 applicants from 20 schools (36 ML and 20 SL)
- Women Leading in Education Network – 28 members
- Curriculum Development and Design workshops – 25 schools

Outcomes

- Ofsted graded Leadership good or outstanding in all LA schools inspected during 2018-9.
- Over 90% of pupils now attend a good or outstanding school compared to 65% five years ago.

Future actions by Teaching School

- CPD as above will continue

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 have been 5 visits so far. There are many strengths but a clear area for development is training staff to deal with increasing numbers of pupils with autistic spectrum difficulties.
- **Governors:** We are working to deliver specific training for governors and have delivered 2 training sessions for governors. Governance reviews have taken place in 2 schools. Many governors need basic training in data analysis and the new inspection framework.
- **Moderation:** We continue to support KS1-2 moderation with training and advice. See separate report for outcomes 2018-9 and plans for 2019-20.
- **NQTS and RQTs:** We continue to support the development of NQTS and RQTs, building in all relevant CPD on pupils with SEND, disadvantaged pupils and reading as appropriate
- **External** All priority 1 or 2 LA maintained schools except 1 has had either an external review or Ofsted in 2018-9. 7 out of 12 P3 schools have had an external review and/or Ofsted.

School Improvement support for LA maintained schools

Outcomes 2018- 2019

- In September 2018, there were 22 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, 7 remain a priority for support and 1 has become an academy since September 2018.
- In 2018-9, we also supported, on request, 8 individual schools which were priority 3 (LA and one academy).
- There have been over 70 separate support packages put into LA maintained schools, covering subject specific support for maths, reading, writing and science plus support for leadership, often in the form of school improvement partner visits. This has led to improved outcomes in terms of Ofsted grades. [Data for 2019 not available at time of writing]

