

Report to: Education Advisory Board

Subject: School Improvement Summary

Date of meeting: 4th February 2020

Report from: Alison Jeffery, Director of Children, Families and Education

Report by: Jo Peach, Head of School Improvement

1. Purpose of report

- 1.1 This report sets out the school improvement priorities, actions and intended impact for 2019-20

2. Recommendation

- 2.1 It is recommended that members of the Education Advisory Board note the school improvement priorities for 2019-20 and the work that will be undertaken this year as part of the revision of the Education Strategy to inform the priorities for 2020-21.**

3. School Improvement report

- 3.1 There are currently 3 school improvement priorities which were agreed by the Portsmouth Education Partnership (PEP) School Improvement Board in October 2019.
1. Improving pupil outcomes in reading/literacy, including improving early language development;
 2. Improving outcomes for pupils with SEN, especially those on SEN support;
 3. Improving teaching and learning in the wider curriculum, with a focus on leadership.
- 3.2 Details about the rationale, actions and impact for each of the three priority areas are given below. It is important to note, however, that the PEP Education Strategy 2017 - 2020 is being revised this year and a new three year strategy will be published in September 2020. Whilst the PEP can point to a range of successes and achievements over the past three years, including the fact that the majority of our schools are now judged by Ofsted to be Good or Outstanding (refer to separate report to the Education Advisory Board), the performance of our schools in terms of the key performance measures at each key stage, lags behind the national average and also many of our statistical neighbours. During the course of the Spring term the council will be consulting with all key partners about the revised strategy and how collectively we can improve outcomes for children and

young people. This in turn will inform the school improvement priorities for 2020/21.

Improving pupil outcomes in reading/literacy including early language development

3.3 Rationale

Being able to read is crucial to the life chances of our pupils. We know that there is a correlation between NEETs, those who are youth offenders and even those with mental health issues and an inability to read. Our results in reading have historically been below the national average. At EYFS, results in the literacy ELGs were lower than national although speech and language results were better than national. In 2019, results in reading at KS1 were slightly below national but at KS2 reading progress was well below national and declined from 2018. At KS4, progress in English was below national and declined from 2018.

3.4 Actions

a) The Early Years team will:

- Target moderation with 2 visits in the year to open discussions about the cohort, areas of development, effective EYFS pedagogy
- Target schools to attend key workshops including readers in reception, writers in reception and chattering and nattering
- Run briefings in Autumn and Spring term for Heads and EYFS leads
- Organise Early Years Conference in March 2020 - Communication, language and literacy focus.

b) The council has put in a bid to support early language development which will focus on using the community to support parents and carers to develop a language rich environment. Bids must be led by local authorities and the deadline for expressions of interest is 17th January 2020. Initial proposals must be submitted by 23rd March, final proposals by 8th July and programme delivery must start Sept 2020 and be completed by 2023. Below is an extract of the bid which is through the Health budget 'Shaping Places for Healthier Lives'

c) *This project will identify some common themes and approaches to support early language acquisition that can be integrated within existing structures and systems. This will support early years settings, or schools, or speech and language therapists to address systemic deficits in language acquisition and development, All parts of the community - parents, public servants, clinicians and therapists, educators, businesses, voluntary and community sector partners will join together to consider how they can influence change in their part of the system to support improved language development in the city. And therefore, our proposal is not to make a single change, but to consider the range of opportunities*

to act on the complex system in which children develop language skills and build a language and interaction rich city using our existing assets.

- d) The council and the Portsmouth Teaching School Alliance have begun a research project with schools based on the latest evidence from the Education Endowment Foundation (EEF) about developing effective reading strategies in all key stages. 23 schools are currently attending (37 participants, all phases of schools); most have chosen to focus on how to develop pupils' vocabulary and background knowledge to enable them to read more fluently and with greater comprehension. We hope that this project will lead to improved teaching of reading and outcomes for pupils in the longer term. This project is being led by the council (Jo Peach) and Sarah Hilditch (Teaching School). The work with MATs on this has been disappointingly limited; UniCat has sent their literacy specialist who is working with the UniCat schools on their research projects but no academy chains have become involved in delivering or overseeing the project.
- e) The Teaching School is also running other reading related programmes such as support for phonics, primary and secondary English networks, teaching poetry and non-fiction texts, developing vocabulary acquisition.

3.5 Intended impact

- A smaller percentage of pupils will arrive at school with weak speech, communication and language difficulties
- Results in reading at all key stages will improve so that gaps to national (where currently below) close, especially at KS2 and KS4.

Improving outcomes for pupils with SEN, especially those on SEN support

3.6 Rationale

One of our aims is to ensure we are an inclusive city. Currently (data from July 2019) show the following:

- 16.8% of pupils have an identified special need compared to 15.2% nationally. 3.6% have an EHCP compared to 3.1% nationally and 13.2% are on SEN support compared to 12% nationally.
- Results for pupils with SEN are very mixed. In 2019, pupils on SEN support at EYFS was in line with national in comparison with 2018, however, this was a decline from 2018.
- For Y1 phonics, pupils on SEN support remain below national and declined from 2018. At KS1, however, those on SEN support improved over all 3 subjects and results for reading were above national and for writing were in line.
- At KS2, for progress in reading, writing and maths, the gap with national increased. Analysis shows that pupils who have SEN and are also in

receipt of free school meals (disadvantaged) did much worse than those who were just disadvantaged or those who just had SEN.

- At KS4, the percentages of pupils on SEN support achieving a standard pass in English and Maths improved but is still below national and for the strong pass, pupils on SEN support did worse than the previous year.
- In line with the national picture, it is very difficult to make comparisons between schools, as the numbers of pupils are low in many schools and the criteria for identification of SEN differ. Schools in Portsmouth are getting better at more accurately identifying SEN, as opposed to low attainment, however there are no clear criteria nationally.
- For pupils with EHCPs, most standards have declined since 2018 except those for Early Years where there has been no change.
- For Y1 phonics, results have declined from well above national to below, at KS1, results have fallen in all areas and are now in line with national or below.
- At KS2, pupils' progress improved and the gap with national decreased.
- At KS4, those on EHCPs improved on the previous years for both a standard pass and a strong pass.

3.7 **Actions**

- a) The council's SEN team have revised the Portsmouth Profile of Need to provide increased clarity to setting and to develop greater consistency in identification.
- b) Our Ordinarily Available Provision is widely used and promotes the effective use of resources to meet the needs of learners at SEN Support. The SENCo Network is used as a forum for support and to identify practice to share. Almost all schools attend this forum.
- c) Alongside maintaining the drive towards raising overall attainment in Portsmouth there is now an increased understanding and recognition across our schools of the need to focus on the attainment and progress of pupils with SEND.
- d) Through the Portsmouth Education Partnership we secured funding through the Strategic School Improvement Fund (SSIP) for The Portsmouth Teaching School and Solent Academies Trust SEND Project. This focused programme worked with 22 schools in the city during 2018/19 to raise standards using an evidence based, quality assured, and collaborative approach. The findings identified a strengthened role of the SENCO as a leader in some schools and increased confidence in classroom teachers in meeting the needs of pupils with SEND. Schools also refined their identification processes and tracking systems. We hope to see the impact of this project on attainment and progress in the longer term. The SEN Review project is continuing to run during 19/20 with 6 schools involved.
- e) The introduction of the Portsmouth Inclusive Education Quality Mark (PIE QM) will support the identification of areas for development and practice to share at a school and city-wide level. This will enable more effective targeting of resources and training.

- f) The Inclusion Outreach Service was relaunched in October 2019. This service has a flexible approach which includes building capacity, providing support, through a team around the school approach.

3.8 Intended impact 2020

Ofsted reports will show that pupils with SEN have their needs met well and schools are judged to be inclusive using the PIE QM and other externally validated measures. Results for pupils with SEN, and especially those who are disadvantaged, improve so that gaps with national for all key measures decrease.

Improving teaching and learning in the wider curriculum, with a focus on leadership

3.9 Rationale

The Ofsted focus on the wider curriculum and other research shows that pupils benefit in all academic areas if they have a broad knowledge base. Our latest inspection reports for primary schools show that schools often have a strong curriculum for English and maths but the curriculum for other subjects is much less well developed and teacher subject knowledge is an area for development.

3.10 Actions

- a) The Teaching School has run Curriculum Planning sessions since 2019. Approximately 7 schools took part.
- b) Networks have been set up to support teachers in a range of subjects including science, computing, Art, DT, MFL. Many of these are focussing on developing teacher subject knowledge and helping middle leaders to prepare for 'deep dives'.
- c) Ark (Multi Academy Trust) hosted a curriculum development workshop where Portsmouth schools looked at the foundation subject materials and training offer provided for Ark schools to see whether they could be adapted to work locally. So far 15 participants (11 schools) have signed up.

3.11 Intended impact 2020

- Curricula in schools will be broad and balanced, meeting the needs of all pupils and addressing any gaps.
- Ofsted judgements will show the curriculum to meet the needs of the pupils. Teaching will be effective in over 90% of schools, learning will be well sequenced and pupils will be accurately assessed so that pupils perform well in a range of subjects.
- Results across the full range of subjects will improve.

4. Overall Summary

- 4.1 The PEP School Improvement Board have agreed 3 school improvement priorities for 2019/20 (improving reading, improving SEN outcomes and improving middle leadership of curriculum subject areas). These have CPD actions attached to them which are intended to lead to improved academic outcomes. The PEP Education Strategy 2017 - 2020 is being revised this year with a renewed focus on improving outcomes across all key stages. The consultation and discussion that will take place during the Spring and Summer terms will inform the school improvement priorities for 2020/21 and Members of the Education Advisory Board will be updated at the meeting on 15th July 2020.