

Report to: Education Advisory Board

Subject: School Improvement Summary

Date of meeting: 15th July 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 and update on actions and intended impact for 2019-20; and in Appendices 1-3 a summary of the work of the Head of School Improvement and plans for 2021-21.

2. Recommendation

- 2.1 It is recommended that members of the Education Advisory Board note the improvements in 2019-20 (and the impact Covid-19 / school closures had had on school improvement plans); the work of the Head of School Improvement since March 2020; and plans for 2020-21.**

3. School Improvement report

- 3.1 With the closure of schools since 20th March, and the previous report to the board being on 4th February 2020, it should be noted that almost all the planned activity below has not been completed and impact has therefore been limited and / or has not able to be measured. A list of work completed by the Head of School Improvement since March 2020 is included at 5.1 and a summary of achievements to date and plans for 2020-21 is given at 5.2
- 3.2 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.

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.

3.5 Update on Early Years actions

- Moderation - obviously this has been affected by Covid-19, but the council did conduct the spring term visits. All with successful outcomes, judgements agreed against developmental stages for children who were moderated. As a result of the visits, one school requested further EYFS support, which was due to be delivered later in the spring term. This school will be supported in autumn by an EYAT and they have engaged well with our virtual meetings. The intention is to moderate the schools who missed out in the summer term, in the next academic year, along with the final cycle of schools. This is unless the school has opted to be an Early Adopter for the revised EYFS and profile.
- The training/conference has not been able to take place due to lockdown.
- Autumn briefing for heads and EYFS leads took place. Very positive feedback from schools. Focus was on C&L and also the role of the adult. We were able to share key messages about moderation and assessment, encourage schools to participate in and contribute to the consultation on the revised EYFS. Unfortunately, the spring session with external consultant Kym Scott had to be postponed due to lockdown.
- Supporting transition into Yr R and Yr 1. The council has continued with support for EYFS leads through virtual meetings, creating and sharing

transition tools (parental contributions, practical ideas to support transition virtually)

- Working with the TSA to provide CPD for Yr 1 teachers on the EYFS, observational assessment, gaps in learning.
- Launch of our 50 things to do before you're 5 in Portsmouth. This is a project to get families engaged in the community, accessing outdoor spaces and with a clear focus on developing C&L skills.
- 'Read with Me project' has been launched in conjunction with the school library service, with 10 schools taking part alongside their feeder EY settings. Aim of the project is to promote access to books, foster a love of reading and develop C&L and literacy skills.

3.6 Other actions

PCC put in a bid to support early language development focussing on using the community to support parents and carers to develop a language rich environment. Disappointingly the bid was unsuccessful. On a more positive note, Portsmouth Teaching School Alliance has begun a research project with schools based on the latest evidence from the Education Endowment Foundation about developing effective reading strategies in all KS. We currently have 23 schools 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 PCC (Jo Peach) and Sarah Hilditch (Teaching School). The work with MATs on this has been limited; UniCat have 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.

This project was halted in March due to Covid-19. Attendance was high at these events and all schools had developed a research project with support from an SLE which was focussed on improving outcomes in reading in these schools. Projects were all on track but had to be halted. There are no other external measures such as an evaluation of the project or SATs to indicate other success measures.

The Teaching School are 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
Only projects which were completed by the middle of March were successful. Attendance was good.

3.7 Intended impact

- A smaller percentage of pupils will arrive at school with weak speech, communication and language difficulties.
Due to C-19 it has not been possible to complete this work or measure impact.

- Results in reading at all KS will improve so that gaps to national (where currently below) close, especially at KS2 and KS4.
Due to C-19 it has not been possible to complete this work or measure impact.

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

3.8 Rationale

One of our aims is to ensure we are an inclusive city. Currently (data from July 2019) show the following (note it is recommended that the data below should remain as the baseline for Sept 2020 due to not having an update to outcomes in 2020 as a result of the pandemic):

- 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.

3.9 Actions

- The PCC SEN team have revised the Portsmouth Profile of Need to provide increased clarity to setting and to develop greater consistency in identification.
- 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.
- 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.
- Through the Portsmouth Education Partnership we secured funding through the Strategic School Improvement Fund (SSIF) 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.
- 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.
- 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.

3.10 Intended impact 2020

Intended impact: 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.

3.11 Outcomes and actions taken:

- There have only been two published OSFTED Inspection reports, both of these show that children with SEN have their needs well met in those schools
- The Inclusion Outreach Service has been responsive and feedback from schools has been positive. A full evaluation of the first year of the revised offer will be available in the autumn.

- Six schools have already submitted their completed PIE QM, others will be submitting in the coming months (delayed by COVID). These have been awarded a "statement of recognition" of their commitment to inclusion
- During the pandemic, schools have been prioritising places for children with EHCPs, alongside vulnerable children and children of keyworkers. We have had 100% of risk assessments completed from our schools, with many of those children now returning to school. In September we will be refocusing these as "Welcome Back Plans". The aim is that all children with SEN (other than those where medical advice goes against this) return to school as soon as possible and schools will be supported to work with families to ensure that they are safe and feel safe to return.
- Respite provision has been commissioned for children with SEND (with or without an EHCP) who are not attending school, this will continue through the summer and will focus on the social skills that children will need to return to school.
- SENCo network has continued remotely and an additional meeting has taken place in order to focus on additional support for transition.
- The current SEND strategy runs until 2022. The SEN team are currently reviewing this and any actions that need to be added or amended in the light of COVID and to support "recovery".

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

3.12 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.

3.13 Update on actions

- a) The Teaching School has run Curriculum Planning sessions since 2019. Approximately 7 schools took part.
There was a follow up to this in July 2020 to start planning for a post C-19 curriculum from Sept 2020. This was attended by 56 participants.
- 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'.
Due to C-19 it has not been possible to complete this work or measure impact.

- 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.

Work on this has continued although it has been slowed. So far 3 schools have attended further training sessions and at least one (Mayfield) is definitely taking up this offer and will be using the Ark curriculum materials with Years 1 and 5 and has attended training and will continue to do so in 2020-21. Materials will be available to be used remotely by pupils as well as in school.

3.14 Update on intended impact 2020

- Curricula in schools will be broad and balanced, meeting the needs of all pupils and addressing any gaps.
Due to C-19 it has not been possible to complete this work or measure impact.
- 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.
In the two inspections published since February 2020, Ofsted noted that the curriculum was good and teaching was effective.
- Results across the full range of subjects will improve.
Due to C-19 it has not been possible to complete this work or measure impact.

Appendix 1: Summary of work undertaken by the Head of School Improvement since the last meeting of the Education Advisory Board on 4th Feb, taking into account work undertaken following the closure of schools in March 2020 to all pupils except for the children of key workers and vulnerable learners

Support for individual schools

Support for Corpus Christi (as detailed separately). This has been a major piece of work. Support for governance at St Paul's, Corpus Christi, Manor Infants, Copnor, Milton Park. Support with school improvement plans for Milton Park and St Pauls.

Support for Mayfield with curriculum and new primary leads.

External SIP support for Portsdown, St Jude's, Bramble, Mayfield primary and secondary Support with HT appointments at Copnor, Corpus Christi, St Paul's, Cumberland and Southsea

Review of reading at Copnor, St George's and St Pauls

Support with middle leadership for Craneswater

Support for new Headteachers, including finding mentors for Corpus Christi, St Paul's, Mayfield, Manor Infants

Other School Improvement work

Covid-19 planning and support especially with the *curriculum, home and digital learning working group* (see separate report).

Baseline survey of *home learning* conducted and report produced (attached as appendix).

Support for moderation

Work with regional/inter LA moderation group and plans for moderation SLA 2019-21

Curriculum planning support 2019-21 and

Support for School Improvement Board

Delivery of CPD on reading, disadvantaged pupils and curriculum

Work with Solent Maths Hub on strategy for 2019-21

Liaison with Pompey Pirates regarding literacy support.

Work with Connecting Forces group

Oversight of subject networks, especially MFL

Line management

Music, EMAS and SACRE.

Liaison with EYFS team

Work with other school improvement partners

Work with local and regional Teaching Schools to plan CPD and the new Teaching school hub model

Data

Work with data team on assessment arrangements for 2019-21

Improving outcomes for pupils with SEN/D in mainstream

Inclusion centre review updates

Improving outcomes for disadvantaged pupils

Planning for 2020-21 programme Excellence for Everyone

Improving outcomes in reading

Work on Language Gap with Blackpool and Hastings

Work with Regional Research School on developing reading and digital learning

PCC/LA work

Appointment, succession planning and handover meetings with new Head of School Improvement, Debbie Anderson.

Budget management

Business planning for 2020-21 (see table below for priorities for 2020-21)

Weekly Education Managers, HT and MAT meetings

Other meetings such as EAB, EDMT, all staff briefings, LA maintained schools, Primary Academy meetings

Appendix 2: summary of achievements in 2019-20

Key Achievements for 2019/2020
<ul style="list-style-type: none">• Ofsted grades improved - 92% of schools in Portsmouth now graded good or better. LA schools: Outstanding -2, Good - 19, Requires Improvement - 1, Inadequate -1 (no schools not yet inspected). This is a significant improvement over 4 years.• All LA schools due an inspection have had a targeted visit and all schools say they felt well prepared.• All LA schools with Ofsted visits have also had LA support during the inspection and discussions with the Lead inspector.• All LA schools which have had an inspections have had post inspection support which has helped them to improve still further.• Analysed data and developed list of priority schools in discussion with data team.• Data briefings disseminated widely and contribute to decisions on CPD/Support.• Targeted support for 8 priority 1 and 2 LA schools, 11 Priority 3 LA schools and Ark Dickens - all supported schools improved in identified areas.• External support and/or School Improvement partner appointed for all priority schools. All priority schools have had school improvement plans scrutinised and support brokered.• Set up external review and/or collate findings from schools' own QA reviews. Has led to highly targeted support and CPD.• Reading programme and CPD to support research based approaches to teaching reading initiated with 37 participants and 23 schools). Initial evaluations show high level of engagement and high satisfaction ratings (work not completed due to C19). The theme of developing literacy will continue in 2020-21.• Work on reducing the Language Gap with Blackpool and Hastings opportunity area has informed local practice.• Set up local literacy catch up programme ready for 2020-21 which will involve 60 pupils from Y6-7 in 2020-21.• SEN programme of CPD for mainstream schools run in conjunction with Portsmouth TSA (follow on from SSIF bid in 2018-9) has improved middle leadership of SENCoS.

- Inclusion centre reviews completed for all except 2 schools. Findings and data show that further work is needed to support SEN in mainstream.
- Excellence for All programme in place for 9 participants to support progress of disadvantaged pupils. All evaluations show very high satisfaction rating and all schools involved have produced a plan to improve outcomes for disadvantaged pupils. Not completed due to C19 so this programme will continue in 2020-21.
- Subject networks re-purposed to provide support for middle leaders to develop subject knowledge and high quality curriculum planning.
- Support for governance and bespoke support at 4 schools. Very high ratings on evaluations.
- NPQ Leadership programme extensively taken up and will continue into 2020-21.
- Support with appointment of new Heads at 5 schools. All have been successful.
- Support for new Heads by allocating carefully selected mentors has been very effective. Heads say they felt very supported.
- Work with local and regional Teaching Schools to ensure sustainability of future school-to-school support has been effective.
- Bid to support Milton Park through S2SS programme successful and work had already had a big impact in improved outcomes.
- Music hub excellent outcomes and SLA increased for 2020-21.
- EMAS excellent outcomes and SLA increased for 2020-21.
- SACRE - excellent outcomes and provision planned for 2020-21.
- EYFS - excellent engagement, outcomes affected by school closures. Work will continue in 2020-21.
- Moderation - excellent engagement, full moderation plan and list of schools completed but moderation affected by school closures. All moderators passed standardisation. Very high satisfaction ratings from post-training survey.
- Covid-19 planning highly effective and overall curriculum, home/remote and digital learning workstream with very good participation from schools.
- Baseline for remote learning carried out with 63 providers covering all phases and types of school/college and action plan for digital strategy put in place.
- Workshops showcasing effective digital platforms and software well attended. These will continue into 2020-21
- Digital strategy group set up and plans well advanced for driving this forward in 2020-21.
- Planning for curriculum recovery begun with Portsmouth TSA and work with Maths hub on maths. Will continue in 2020-21.
- Curriculum planning resources collated and sent to schools.
- Communications strategy with schools on getting pupils back and allaying parents' worries and fear initiated.
- (No results for any Key Stage in 2020 due to Covid-19)

Appendix 3: summary of school Improvement business plan and priorities for 2020-21

No.	Improvement Priority
1	• Develop a remote/blended learning strategy for all LA maintained schools
2	• Improve outcomes for SEN/D, disadvantaged in LA maintained schools
3	• Improve communication and literacy outcomes in LA maintained schools
4	• Improve the quality of leadership in LA maintained schools with a focus on the middle leadership of subjects
5	• Ensure delivery and assure quality of Religious Education
6	• Ensure effective delivery of moderation at KS1 and KS2
7	• Support the Portsmouth Education Partnership by ensuring high quality provision for LA maintained schools
8	• Continue to develop the Music and EMAS services
9	• Continue to develop Early Years Service and integrate into Education Service