

# Schools Vision and Strategy for Portsmouth

Schools Vision and Strategy for Portsmouth – Consultation February - April 2012

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## Foreword

The “Vision for Portsmouth” (Portsmouth’s Sustainable Community Strategy 2008 – 2018) sees Portsmouth as *‘the premier waterfront city, with an unrivalled maritime heritage – a great place to live, work and visit’*.

For children this is reflected in priorities to improve all outcomes for children and young people age 0 – 19+ (those with learning difficulties and / or disabilities and care leavers) living in Portsmouth now and in the future. This involves achieving better outcomes than other areas and narrowing the gap for those more vulnerable in the City

All young people want to look ahead to adulthood and see a world of opportunity opening out before them. But they are now facing some of the toughest challenges for a generation and, for many of those living in Portsmouth, the opportunities that appear to exist on their doorstep seem to some inaccessible.

How should Portsmouth’s education system best prepare children and young people for this rapidly evolving world, while it faces radical changes itself, with shifting responsibilities, new policy directions and efficiencies?

Over the past few months we have been privileged to spend time amongst the people and organisations of Portsmouth, hearing from them about their aspirations for, and experience of, education in the city. We have come across many who share an ambitious future for education in Portsmouth and we believe that all involved could, and should, rise to the challenge – the Council, schools, parents, governors and the many partners who support education in the city.

We are grateful for the input we have had, and have found much that is positive, even excellent; strong schools, committed leaders and teachers, lively and opinionated children and young people, high aspirations and supportive partners. We believe that education should be outstanding not just for some but for all. Not all of the cities young people are served well enough by the current system, and there is an urgent need for it to move with the times and ensure that all are given the best chance to compete and thrive, whatever the conditions.

This then leads into the key priorities of the Portsmouth journey, which now require an increase in ambition, pace and rigour to secure outstanding educational opportunities and outcomes for all children and young people. This Strategy makes a number of recommendations that we believe will move the city in this direction. They are aimed at securing an education system in Portsmouth that is built upon the following vision statements:

- **that all schools and colleges** will take collective responsibility for all the improved outcomes. of all the children in the city:
- **0-19 education provision** within the city will be inclusive and organised to enable children to avoid transition dips
- **all schools** have a common intent to work together to share good practice, actively address under-performance and support schools in challenging circumstances

We believe that by building upon current good practice Portsmouth schools can achieve the very highest ambitions for its young people.

# 1. Executive Summary

- 1.1 We have proposed short and long-term goals to make Portsmouth the best place for education, so that it is the best place to be educated and trained and the best place to work in education. This will require all schools to gain at least 'good' or 'outstanding' judgements by Ofsted and for the local authority and schools to accelerate the rate of improvement in outcomes to match and then exceed those of similar areas. In addition, the gaps between the performance of individual schools and of particular groups of students need to be narrowed as a matter of urgency, by raising the attainment of those performing below average at a faster rate. Only when all this is achieved will all young people in Portsmouth be equipped to succeed in adult and working life.
- 1.2 Changes in education policy, particularly the drive to give institutions greater autonomy and the diversification of types of schools, the raising of the education participation age to 18 by 2015, along with budget reductions, present their own challenges. The local authority and schools need to be more outward looking to play a central role in the creation of autonomous schools in the local area. They need to be more ambitious and ready to accept different roles within this landscape to look at opportunities eg. Amalgamations, Free Schools and Academy Trusts.
- 1.3 We propose that the School Standards & Improvement Groups (SSIG) and Schools Strategy Board (SSB) bring together at a high level all the partners concerned with the education, training and well-being of young people in Portsmouth. This must not be just another board with meetings, but a partnership with the resources and determination to commission activity that will lead to a step change in performance. We need to broker excellent relationships between local schools
- 1.4 While the overall performance of some of Portsmouth's schools is a matter of pride, there is a need for some phases to improve further and faster than at present. We want to see more challenging targets set for all age groups, including higher proportions gaining the highest grades. We also wish to see particular emphasis given to narrowing the differences in attainment between schools and between different groups of pupils. The ultimate targets must be to have all pupils reading at least at their chronological age, competent in basic maths and to have every young person aged under 19 in education, employment or training. We need to take a leading role in tackling school underperformance
- 1.5 While much of the curriculum offered to pupils from early years to the age of 14 is based on the National Curriculum, we believe there is scope to build on current practice of some primary and secondary schools to ensure enrichment activities are available for all pupils. This would involve the world-class organisations in and around Portsmouth.
- 1.6 The Council has prioritised investment in early years provision and monitored the impact of current changes on different groups of children and families, so that improvement has been sustained at Foundation Stage and Key Stage 1. There is still much to do at Key Stage 2 and more between Key Stage 2 and Key Stage 4 in some schools.
- 1.7 Alongside wider enrichment of the curriculum, the greatest need for change is for students aged 14 to 19. There needs to be a more comprehensive choice of pathways for students

and parents, in particular vocational routes, a greater exposure to the workplace, the development of employability skills and those higher level skills said by higher education and businesses to be missing in their students. Provision at levels 1, 2 and 3 is required, particularly the opportunity for students to ‘finish off’ level 2 in mathematics post-16 (GCSE). These changes will require much greater co-operation between schools, further education (FE) colleges, alternative providers, work-based trainers and employers than at present. Students and their parents need objective, independent and well-founded information, advice and guidance to help them make the best choices for their future.

- 1.8 We have considered the needs of vulnerable pupils, including those with special educational needs (SEN) and looked after children. We think there needs to be greater transparency in the SEN system as a whole and have suggested a number of ways of doing this, including strengthening oversight and understanding of how funding for special needs is spent within schools. It also includes the suggestion that schools agree a “core offer” for children with predictable special educational needs in mainstream settings, and that this should be clearly communicated to parents to help develop a shared understanding of inclusive practice. We also feel that there is a need to strengthen knowledge and learning transfer from specialist resources in the city to improve support for children with SEN in mainstream schools.
- 1.9 We are proposing a number of actions that the LA and schools should take to support vulnerable pupils. These focus on the need to close the attainment gaps for vulnerable groups, including maximising opportunities from the pupil premium. We have suggested a greater focus from all partners involved to support the raising of aspirations for key groups who have underachieved such as looked after children, those from some black and minority ethnic groups and white working class children, particularly girls as well as boys.
- 1.10 Parents and carers need to have an increased say in thinking and decision making about their children’s education. They need to be the voice of the community to ensure opportunity for all. For this reason we wish to see further development of support for parents to have all schools with parent representatives, to be able to support parent governors with training and information and to be involved in arrangements for the transfer of their children between the different phases of education, particularly the move from primary to secondary school.
- 1.11 The approach to place planning needs to take greater account of parents’ wishes and the geography of any need. Admissions remain a matter of concern to some parents and we recommend further work be done to identify possible means of meeting these concerns in various parts of the city.
- 1.12 The present provision for professional development of school staff has many strengths. That said, we believe the arrangements for the induction of newly qualified teachers, heads of department/subject leaders (current and aspiring), teachers of vocational courses and improvement leaders in schools can be strengthened. Teaching schools and training schools need to be considered with clear progression pathways and higher education (HE) accreditation available to all staff. This should include teaching assistants who should have opportunities to become qualified teachers where that is appropriate. We also think that greater use needs to be made of other providers, particularly the high quality HE providers in the city such as the University of Portsmouth. Such a package, we believe, will help make Portsmouth the best place to work in education and improve the recruitment, retention and performance of staff.

1.13 Governors are key people in the school system. Good governance is important to having an outstanding school. We propose strengthening the role, selection, training and support for governors. Not all schools yet have governors with the necessary range of skills. We also wish to see governors having automatic access to all key documents and data about their schools' performance and improvement needs. This is vital given that responsibility for school improvement now rests with the governing body.

CONSULTATION

## 2. Portsmouth's Vision for Schools

2.1 If Portsmouth is to be the best place to be educated and the best place to work in education, improvement work needs to be driven by a unifying ambition that motivates all partners.

2.2 The educational vision for Portsmouth is such that:

- **All schools and colleges** will take collective responsibility for the improved outcomes of all the children in the city:
  - Striving to ensure that their own establishment achieves a good or better Ofsted grade
  - That teaching and learning is good or better and that support is given to staff to ensure that they achieve that aim
  - Working in partnership with the Council to prioritise governance so that schools are effectively challenged and supported to achieve their aims
  - That working in partnership with the Council, leadership and management is good or better
  - Economic opportunities and employment are paramount to future children and young people
  - The profile of the city makes a difference for future investment and therefore employment
  - Families and the welfare of children and young people are crucial for the economic well-being of residents
- **0-19 education provision** within the city will be inclusive and organised to enable children to avoid transition dips because:
  - Sustaining progress is important so that all teaching and learning builds on what has been learnt
  - All children and young people make progress irrespective of their starting points and particularly if they are in a vulnerable group
- **All schools** have a common intent to work together to share good practice, actively address under-performance and support schools in challenging circumstances by:  
Partnering with other schools either by cluster or because they have similar needs that ensure they can make a difference

### 3. Background – The challenge for the city

- 3.1 It is clear that the people and organisations of Portsmouth have high expectations of the education system and that in reality achieving these outcomes is not the role of formal education alone, but also of the home and wider environment in which children are raised can and should develop a love of learning and evidence a willingness to look upwards and outwards, to seek out and share the very best practice, to take risks and to plan for the future. It is recognised that there are already many expectations and measures imposed on schools' performance. But we believe that a complementary set of ambitious, measurable outcomes, agreed upon by relevant partners, would demonstrate commitment to meeting these expectations, provide an agreed focal point for all providers, and their partners, and make local provision more accountable to parents and young people.
- 3.2 Any set of agreed outcomes for the city need to be transparent and accountable. They need to empower parents and young people and enable strong and frank relationships between partners, build on current strengths and weaknesses in Portsmouth, but also on the level of ambition required to satisfy both the wider community's expectations for education, and the demands likely to face Portsmouth's young people in the future. While much of aggregate performance is good at Foundation Stage and Key Stage 1, the data on differences between schools and between different groups of students point to variations which need to be eliminated as far as possible, by raising the performance of those below average at a faster rate. Figures 1 (below), 2 (below) and 3 (page 9) provide a helpful snapshot of Portsmouth's comparative performance at inspection and at each of the key stages.

**Figure 1: Comparison of inspection results in Portsmouth and Nationally**

Inspections	Good or outstanding		Outstanding		Inadequate	
	National	Portsmouth	National	Portsmouth	National	Portsmouth
Primary	53%	52%	8%	13%	7%	9%
Secondary	49%	44%	13%	11%	10%	11%
Special	78%	80%	33%	60%	4%	0%

(This table shows the percentage of schools achieving different judgements in their latest inspection, as at 19 Jan 2012. Schools are judged outstanding, good, satisfactory or inadequate).

**Figure 2: Comparison of Portsmouth's results at each of the key stages, against its 'statistical neighbours'**

Comparison with statistical neighbours		2009	2010	2011
Age 5	Reach 'good'	3/11	1/11	1/11
	'Gap'	5/11	7/11	4/11
Age 7	Reading	2/11	3/11	3/11
	Writing	7/11	4/11	6/11
	Maths	2/11	2/11	1/11
Age 11	English	6/11	2/9 (2 boycotted)	5/11
	Maths	9/11	7/9	5/11
	English and maths	9/11	7/9	6/11
Age 16	5+A*-C GCSEs including English and maths	11/11	11/11	11/11
	5+A*-C GCSE	11/11	11/11	11/11

NB: This table shows the ranking of Portsmouth in a group of areas considered demographically to be comparable, generally 11 areas, but in some cases there is insufficient information from some areas to be included. At age 5, the measures are the proportion of children reaching what is termed a 'good level of development across particularly communication, language, literacy and personal and social development and the gap between the median and the lowest 20%. At ages 7 and 11, the measures are the proportion of children reaching nationally expected standards known as level 2B and level 4 respectively. At 16, the measure is the proportion of young people achieving GCSEs.

The statistical neighbours are: Bournemouth, Bristol, City of Derby, Peterborough, Plymouth, Sheffield, Southampton, Southend-on-Sea, Telford and Wrekin, Torbay

Figure 3 – Comparative performance of schools at different key stages/levels (2011)

	Number of schools (not including special schools)	Portsmouth Average	National Average	Number of schools that are:		Highest school result	Lowest school results	Gap
				10% above Portsmouth average	10% below Portsmouth average			
Foundation Stage Profile % good level of overall development	36	63.8%	59%	10	7	86.7%	35.7%	51%
Key Stage 1 % achieving L2B+ in Writing	36	59.5%	61%	13	10	90.9%	13.2%	77.7%
Key Stage 2 % achieving L4+ English and Maths	32	70.9%	74%	6	5	96.7%	42.1%	54.6%
Key Stage 4 % achieving 5+ a*-C including GCSE English and maths	10	45.2%	58.3%	2	1	74.5%	32%	42.5%

- 3.3 Current education provision in the city provides a good starting point. Key outcomes for pupils at the end of primary school (achieving level 4 or above in both English and maths at 11), at age 16 (5+ A\*-C GCSEs including English and maths) has yet to be realised for all young people. Ofsted rates a small proportion of the city's schools as good or outstanding, and an increasing proportion of its early years providers.
- 3.4 Although for Key Stage 2 and Key Stage 4, the average is below the national average, there are variations between individual schools. Recent improvements by some schools at Key Stage 4 have failed to narrow the difference between highest and lowest results (the 'gap'); these differences are still too large for primary schools, particularly at age eleven, where the difference is 54.6 percentage points. Additionally, the proportion of students achieving Level 5 combined English and maths at Key Stage 2 varies from 0% to 43.2% across the primary schools. For Key Stage 4 Value added (unvalidated) in 2011, Portsmouth had one school in the top 20% of schools nationally and seven schools (including Charter Academy) in the bottom 20% of schools nationally. The city as a whole had a value added score of 975.5 (at the 100th percentile).
- 3.5 The education system is at a point of transition: national policy is heading in a new direction, relationships are changing and the world it is preparing young people for is evolving rapidly. The demands upon schools and education providers, the local authority and their partners to adjust to these new realities are both significant and urgent.
- 3.6 Already, radical changes to school organisation have been made nationally, with the promotion of academies and the creation of free schools, university technical colleges and university training schools, all of which sit outside the local authority framework. A 3% reduction in schools' spending power this year could be followed by further reductions of up to 10% given proposals to reduce the gap between the highest and lowest funded authorities. Overall, funding for education in Portsmouth has reduced in real terms over recent years and we have slipped from a high level of funding per pupil to below average funding (compared to national, unitaries and statistical neighbours). However, we remain a high delegator of funding within our means and our schools receive above average levels of direct funding. Reductions, capital expenditure and Primary Capital programmes have had a significant impact on the availability of capital funding; sizeable reductions in funding to local authorities and other public sector bodies are impacting on the provision of support services to schools.
- 3.7 Alongside these changes, further responsibilities and funding are being devolved to all schools, including, for example, the provision of information, advice and guidance. Importantly, the government has made it clear that schools are now responsible for their own school improvement. As a result, schools have even more freedom to choose how to purchase the support they need, introducing greater competition for existing service providers like the local authority. Again, in Portsmouth, the full impact of these changes is yet to be seen, as a relatively high level of buy in to council services has been sustained. However, this could change as more providers enter the market.
- 3.8 Taken together, these policies mean that the role of the local authority in education has fundamentally altered, as has that of schools, which now have much more autonomy in terms of how they provide and purchase services. All parties will need to make adjustments: with the Council moving to a more strategic role as its provider role diminishes, and schools

stepping up to support each other, through joint commissioning and school-on-school improvement, and to take more collective responsibility for outcomes in the area.

- 3.9 An early challenge will be meeting the demands of legislation that is raising the upper age for compulsory participation in education and training to 17 in 2013 and 18 in 2015. Portsmouth has a high proportion in education, employment and training but this still leaves 7.5% who are not in education, employment and training (NEET).
- 3.10 The funding, policy and wider economic pressures outlined above make it clear that the education system will look different in five to 10 years, the horizon that we need to consider. But we do not believe that any Council or schools, is yet recognising the scale of change required and is fully grasping the opportunity to fashion the new system to maximise the benefits for its young people. We hope partners will make faster progress on this journey, and step up to the demands being placed on them, both collectively and individually.
- 3.11 Making Portsmouth the best place for education - both to be educated and the best place to work in education is in no single person or agency's power, but is increasingly shared, between the young people themselves, their parents, teachers, heads, governors, funders, the Council, diocesan boards, other service providers, public sector partners, businesses and organisations, who all have resources and expertise to offer. In order to have the greatest impact, these partners need to come together with a shared sense of ambition for education in Portsmouth, and do their utmost – both independently and collectively – to ensure that every young person in the city has access to the opportunities and support they need to thrive in the wider world.

## 4. Our Ambition

4.1 When considered the picture is not as strong as it should be. While the city may not have access to comparatively strong funding, we see no reason why it should not continue to strive for the very highest outcomes. We believe that any outcomes framework should include a focus on:

- **ensuring all have the basics** - the Wolf Review of Vocational Education highlighted the critical importance of literacy and numeracy. Almost one in five Portsmouth primary school pupils have already fallen behind the expected reading standard by the age of 7. At 16, 38.6% of Portsmouth secondary school pupils fail to achieve a grade C or above in English, and 49.4% fail to achieve a grade C or above in maths.
- **pushing the 5+ A\*-C GCSEs including English and maths standard** – when compared with its statistical neighbours, outcomes on this measure are only average, with the top performing comparable local authority seeing a fifth more of its pupils achieving this benchmark than Portsmouth (19.8% higher);
- **stretching performance at the top end** – we have heard of concerns from parents about provision for the highest achievers in some Portsmouth schools.
- **leaving no-one behind** - a consistent theme been concern that vulnerable pupils in particular should be protected and provided for by the system, and that no individual or groups of pupils should be overlooked. At present, however, there are some that are:
  - 7.5% of 16-19 year olds are known to be not in education, employment or training;
  - data shows attainment gaps for some groups compared with the city average (45.2% in 2011) for 5+ A\*-C GCSEs including English and maths, especially looked after children (14.3%), those with special educational needs (16.6% in 2011), white British children entitled to free school meals (17.6%), and Black (30.3%) pupils. White Other (39.4%).
- **ensuring consistently strong provision** - there is too much variation in the performance of Portsmouth schools. This needs to be minimised by bringing all provision up to the standard of the best. In particular:
  - it is already clear that 'satisfactory' is not considered good enough for all children to succeed. All schools should aim to be a good or outstanding school.
  - the difference in progress and value added achieved within different schools, is seen in Appendix 1 for Primary Schools and Appendix 2 for Secondary Schools. This needs to be addressed by ensuring that performance of those currently below average is raised at the fastest rate.

## 5. Strengthening governance and accountability

### 5.1. The Importance of Teaching: The Schools White Paper 2010

5.1.1. The White Paper for Schools sets out the role of Local Authorities and its partners as champions for parents and families, for vulnerable pupils and of educational excellence.

5.1.2. *In a more autonomous school system, local authorities have an indispensable role to play as champions of children and parents, ensuring that the school system works for every family and using their democratic mandate to challenge every school to do the best for their population. They also have a unique role in bringing together all services for children in a local area so that every child is ready and able to benefit from high quality teaching in excellent schools.*

5.1.3. The LA key roles are to:

- Support parents and families through promoting a good supply of strong schools.
- Ensure fair access to all schools for every child.
- Use their democratic mandate to stand up for the interests of parents and children.
- Support vulnerable pupils – including Looked After Children, those with Special Educational Needs and those outside mainstream education.
- Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools which wish to collaborate with them to improve educational performance.
- Develop school improvement strategies in partnership with schools.

5.1.4. As champions for excellence, local authorities are expected to take action if there are concerns about the performance of any school in the area, and use their intervention powers to act early and effectively to secure improvement in maintained schools.

### 5.2. Accountability of Academies and Free Schools to the local community

5.2.1. While local authorities have no direct intervention powers in Academies and Free Schools, where they have concerns, their role is to raise them directly with the school for informal resolution. However, where a local authority has significant concerns about an Academy or Free School and feels that these are not being adequately addressed by local action, it will be able to ask Ofsted to inspect the school. Ofsted would then make a judgement about whether or not an inspection was necessary. As a last resort, local authorities will, as now, be able to escalate concerns to the Secretary of State, so that appropriate action can be taken to address issues.

5.2.2. The role of champion is, in effect, the primary one, with enabling and brokering as the two key levers it has to fulfil that. The three dimensions of its role could be summed up as:

- Champion, promoting the interests of young people and parents, particularly the most vulnerable, and the wider community in Portsmouth, and acting as the guardian of high standards for all, drawing on its position as the single democratically accountable body in the local area.
- Enabler, supporting the delivery of efficient and effective education provision in the city, through the strategic use of resources and influence.
- Broker, facilitating and building relationships between schools, between schools and wider stakeholders, and between stakeholders in the interests of young people, parents and the wider community in Portsmouth.

### **5.3 National Strategies Review**

5.3.1 During May 2010 an external review of Education in Portsmouth was undertaken by the then National Strategies Team; the review reported to Cabinet in October 2010. The report identified three interrelated priority areas which needed to be addressed:

- Firstly a clear strategy to improve standards in schools that engages elected members recognising that education is central to the future of the City.
- Secondly, the need for improved governance and challenge between school leaders, governors and the elected members
- Thirdly, strengthened leadership and management in the City Council's Education Service

5.3.1 The National Strategies recommended that the City establish arrangements to ensure that an effective school strategy is developed in partnership with schools which raises attainment in the City and, that elected members and their strategic partners, have a better understanding of the challenges faced by schools, so they are more able to promote the agreed vision and strategy. Additional key elements include holding schools (including Academies) to account for: their engagement with the community; the use of public funds; and ensuring that the needs of children come first.

### **5.4 Partnerships for Improvement**

#### **Current partnership arrangements**

5.4.1 Portsmouth schools have always worked with a range of partners on both a formal and informal basis. However, in the present context of resource constraints, policy changes and shifting responsibilities outlined in the introduction to this report, even greater engagement in education by a whole range of partners will be essential if our ambitions for the city are to be realised. The Children's Trust strategic group will be maintained in order to continue their work.

5.4.2 The 2011 draft strategy highlighted schools' commitment to a collaborative approach, and the desire of a wide array of partners to engage more extensively and effectively in joint work in the interests of the city's children and young people.

5.4.3 With responsibility for improvement moving to schools, and resources and responsibilities removed from the local authority, an advantage of this approach is that it is driven and designed according to schools' needs. There is also evidence across the country of the effectiveness of school to school support in leading improvement. The risks of an exclusively bottom-up approach, however, are that it could lead to overlaps and gaps that may leave some issues unaddressed, some schools and young people left out, and fail to

share lessons learned or provide external partners with a navigable way of contributing to joint work. There is still a role for effective partnerships to meet the needs of all children in the City.

5.4.4 The City currently supports a variety of stakeholder groups, for example for parents, governors and supplementary schools, and hosts strategic partnership forums such as the Children's Trust and the Employment and Skills Network led by employers, with a view to ensuring that all groups are represented and that the space is provided to enable effective collaboration between partners.

5.4.5 There are some very good examples of partnership working and services operating across different partners within Portsmouth in the Children's Trust priorities. These are as varied as the Fair Access Panel and the Disability Group. We believe that any new partnerships could fully draw upon the experience of these examples to encourage partners to work together in new initiatives.

## **5.5 Schools Strategy Board (SSB)**

5.5.1. The remit of the Schools Strategy Board (SSB) could include:

- reviewing progress and actions needed to meet ambitious city-wide targets;
- overview and administration of any funds made available by the local authority or partner bodies;
- discussion of areas for joint commissioning across education providers;
- overview of quality assurance of Council services;
- review of data to identify areas of provision needing further improvement;
- being outward looking to find the best practice elsewhere from which Portsmouth young people ought also to benefit.

5.5.2 This will require the Council to exercise its responsibilities in a different way, working with partners through the SSB to develop policy and collective strategic leadership. The SSB and the operational groups will need to be outward looking, particularly in relation to good practice elsewhere and possible joint provision with neighbouring councils, but also in establishing strong partnerships with a range of bodies able and willing to support the required improvements in educational attainment, training and well-being of all young people in Portsmouth.

5.5.3 The SSB should produce an annual report setting out progress towards targets, successes of the institutions and students, and details of new targets and areas identified for improvement. The body would report to the City Council's Cabinet.

## **5.6 Schools Standards & Improvement Group (SSIG) and Schools Joint Executive (JE)**

### **5.6.1 Schools Standards & Improvement Group (SSIG)**

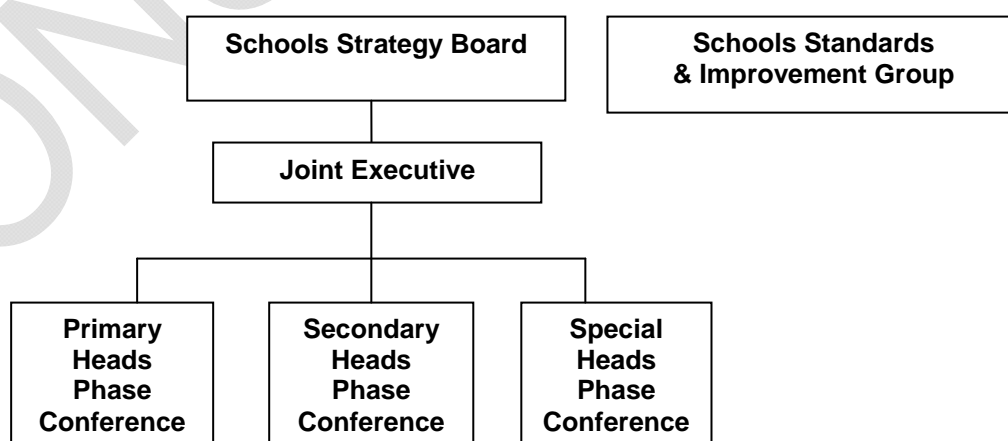
5.6.1.1 The remit of the School Standards & Improvement Group (SSIG) could include:

- Monitoring and evaluating the progress of schools identified by the local authority or Ofsted as causing concern due to their performance.

- Monitoring and evaluating the effectiveness of the local authority’s programme of challenge and intervention, and support where it is provided, to the schools in above.
- Receive reports by the local authority on the type and extent of support given to schools by the local authority.
- Receive reports by the local authority which identifies schools at risk of failing to provide an adequate education to their pupils.
- Agree the schools causing the greatest concern.
- Receive reports by the local authority on the progress made by the schools identified by the School Standards and Improvement Group as causing the greatest concern.
- Invite, where appropriate, local authority officers, councillors, headteachers, chairs of governing bodies and any other individuals or representatives of organisations who make, or could make, a significant contribution to improvement to attend meetings of the group or meet the members of the group to discuss issues and future actions.

5.6.1.2 In the context of our proposals for SSIG, we have identified that the Council role has changed significantly as the wider partnership takes shape. It is proposed having a threefold role for the local authority in the future; that of champion, enabler, and broker. Feedback has confirmed that this is an appropriate framework for the Council’s role in education, and that it should be used to prioritise not only what it should do, but also how it should do it. The Council should seek to develop each of these roles as a key partner within the SSIG. The role of elected Councillors, including the role of the Scrutiny Committee, needs to support the delivery of these roles within the SSIG.

5.6.1.3 We believe that through this work partners would align strategic interests and better support operational integration and multi-agency working, thereby helping to drive up educational standards in the city and ensuring no individual, group or school is overlooked. The SSB should lead to a better use of resources by identifying opportunities to collaborate and bring in best practice elsewhere to improve commissioning. It would also bring in new partners, and develop more compelling ways for all partners to contribute to improving education in the city.



## 5.6.2 Schools Joint Executive

5.6.2.1 This group to be composed of representatives from each of the clusters identified in the Strategy in order to commission targeted and universal improvement – see Appendix 3.

## 6. Strengthening School Improvement

6.1 Local authorities should act as the primary broker between teaching schools and other local schools to raise the quality of teaching.

### 6.1.1 Take direct action to spread best practice

Local authorities should identify high performing school leaders and work with the National College to establish these individuals as National Leaders in Education (NLE's). They should supplement these NLEs with local leaders in education, and then seek to build the capability in middle leadership by running a similar initiative.

### 6.1.2 Find appropriate sponsors to take over failing schools

Local authorities should keep sponsors who are part of their framework agreement updated on the performance of schools perceived to be at risk of failure, so that appropriate sponsors can be found swiftly when necessary.

### 6.1.3 Find new ways to work with Heads to tackle underperformance early

- Local authorities should learn from the London Challenge and put the development of school leadership at the heart of raising standards, focusing on running training events and mentoring schemes which turns Heads of failing schools into leaders capable of running successful autonomous institutions.
- Local authorities should focus staff on monitoring a range of performance data, establishing metrics, which if not met, will trigger an invitation for discussion with the Head of an Academy/Free School.

### 6.1.4 Play a role by including all local institutions in school improvement

- Local authorities should facilitate conversations between local schools and proven school improvement providers, to create the scale required to establish the necessary value for both sides.
- Local authorities should work with local Heads to create a school improvement consortium, so that Heads can choose from local, school-led improvement services.

## 6.2 Portsmouth Teaching School

The City is supporting the development of a Teaching School. As well as offering training and support for their alliance themselves, teaching schools will identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:

- train new entrants to the profession alongside other partners, including universities
- lead peer-to-peer learning
- spot and nurture leadership potential
- provide support for other schools

## 7. Portsmouth's Approach to Academies

- 7.1 Academies play a full part in the outcomes for children in the City and as with local authority maintained schools can expect to be both supported and challenged.
- 7.2 It is the City Council's wish that Schools should remain with the Local Authority, however, it is recognised that a number of Governing Bodies are considering the possibility of their School converting to an Academy. The City is keen to avoid a situation as exists in other Cities where there are numerous sponsors who aren't able to provide the input or the strategic commitment to the locality to drive up both school standards and raise attainment, and where collaboration has been replaced with open rivalry. The City believes that this incremental 'cluster based' development of academies will better support the drive to improve standards, rather than imposed isolated single school academies.
- 7.3 The Schools Strategy Board has been concerned with securing potential academy sponsors for those Schools who wish to convert (or where the Department of Education have made a direction) with an sponsor. To assist with this process, representative School Governors, Elected Members of the City Council, Head Teachers and Council Officers met with potential Academy Sponsors in July 2011. The sponsors are approved by the Department for Education.
- 7.4 The City are keen to seek to actively develop links with 4 "preferred" Academy sponsors/providers. These are: United Learning Trust (ULT), Academies Enterprise Trust (AET), EACT and Kemnal Trust who demonstrated that they:
- Share Portsmouth's vision to improve standards and significantly raise attainment
  - Can demonstrate a good track record for staff and pupils alike
  - Are committed to delivering the Schools Strategy
  - Will support (where requested) all schools in a Primary/Secondary cluster
  - Have a track record of delivering improvements in Schools serving the most deprived wards (i.e. poorest 10% of wards) in England
  - Can demonstrate through their plans that they have the local capacity to support schools in Portsmouth.
- 7.5 Governing Bodies considering converting with a sponsor are advised to select from one of the approved sponsors. Each sponsor offers different strengths and opportunities and Governing Bodies are advised to be clear about the 'added value' any sponsor would bring to their school.
- 7.6 Good and Outstanding schools considering converting to an Academy are encouraged to consider the ambition for schools set out in the strategy and therefore the importance of:
- School to school support to continue to raise teaching standards so that no lesson is below 'good'
  - Governance structures that will ensure sufficient leadership capacity to support improvement

- Cluster arrangements in addressing intergenerational underachievement and supporting pupils from disadvantaged backgrounds.

7.7 The City will actively support Schools wishing to develop such collaborative structures

CONSULTATION

## 8. Summary of Children's Trust Priorities

### Priority A - Identification, assessment and support for families from pregnancy to school age

Support services for parents 'from the womb to the school gate' are not coherently 'joined-up'. Whilst confident parents can negotiate the support they and their children need, parents who are more vulnerable (Tier 2 and 3) are at risk of missing the services that can make a difference

#### **Encouraging**

- Access to maternity services and infant mortality rates are better than the national average
- Less pregnant women are smoking
- Despite a recent small drop, more children access dental care than nationally or regionally
- The number of free early education places taken up by three and four year olds remains higher than the national average
- The percentage of settings judged by Ofsted good or better for 'Overall Effectiveness' remains higher than national and statistical neighbours
- Achievement on the Early Years Foundation Profile is improving and above national and statistical neighbour figures.

#### **Concerning**

- Infant mortality has increased slightly
- Although breastfeeding rates are increasing, and comparable to national rates, less than 50% of babies are breastfed
- Immunisation and pre-school booster rates are below target
- Obesity rates in pre-school children are static
- There is a lack of resources to support mental health at an early age
- There has been an increase in the number of children requiring Child Protection Plans
- Boys do less well than girls on the Early Years Foundation Profile.

#### **Key Outcomes**

1. Childhood obesity at age 5
2. Foundation Stage Profile scores at age 5
3. Numbers of children under 5 subject to Child Protection Plans and Children in Need

#### **What we will do:**

- a) Develop a coherent pathway to ensure regular assessment of child development and child safety using a simplified and universal assessment based on the Common Assessment Framework.
- b) Ensure effective transition between midwifery, health visiting, child minders, children's centres, nursery and school.

- c) Increase the numbers of health visitors.
- d) Develop the Family Nurse Partnership for young parents.
- e) Refocus Children's Centres on more vulnerable families.
- f) Build stronger links between the children's and adults workforce.
- g) Improving Children's Centre 'reach and outreach' to offer targeted support in the home.
- h) Ensure easy access to evidence-based parenting programmes.
- i) Develop further programmes that support the development of solid and secure early attachments between babies and carers.
- j) Ensure that all families have a dedicated lead professional where multi-agency support is required.
- k) Fully implement the Early Support Programme for children with disabilities.
- l) Expand the two-year old nursery programme.
- m) Further implement language development support.
- n) Develop the workforce to ensure consistency of messages around attachment, immunisations, breastfeeding, neglect, domestic abuse and language development.

## **Priority B – Co-ordinated multi-agency intervention for families with multiple needs**

Formally known as the 'High Cost Chaotic Families' agenda growing out of the Total Place work of the Safer Portsmouth Partnership. The intention is to redesign service delivery around 100 – 200 families in the city where outcomes are particularly poor (Upper Tier 3 and Tier 4).

### **Key Outcomes**

1. Reduce the number of children in care.
2. Reduce the number of children requiring Child Protection Plans.
3. Improve key outcomes in target families including domestic abuse, homelessness, offending, mental health and worklessness.

### **What we will do**

- a) Commission a new multi-agency co-located and integrated service for 100 families.
- b) Ensure every family where children are at risk of requiring statutory intervention have a whole family assessment (based on the Common Assessment Framework), lead professional and Team Around the Family.
- c) Develop the children's and adults' workforce to enable effective family based working, focussing on keeping children safe, building on the Think Family reforms.
- d) Develop a Multisystemic Therapy team.
- e) Remodel the Children's Social Care Children in Need service.

## Priority C – To support all schools to be ‘good’ or ‘outstanding’

Good schools are key to raising all outcomes for 5 to 19 year olds. Educational attainment and attendance are key issues in the city. School leadership is key to improving these specific outcomes, as well as wider related outcomes such as health, safeguarding and making a positive contribution. Well-led schools are key to effective prevention and early intervention

### Primary:

#### **Encouraging**

- The number of children requiring Child Protection Plans has fallen
- Many children walk or cycle to school
- Pupils’ satisfaction with school has improved somewhat
- Intensive support in some schools has led to improved attainment at Key Stage 2 (age 7 to 11).

#### **Concerning**

- Obesity rates at the end of Primary School are higher than national or regional comparators
- Involvement with alcohol and smoking increases, and physical activity decreases, with age
- Attainment has fallen at Key Stage 1 (age 5 to 7) and progression at Key Stage 2 (age 7 to 11) is less than national or regional
- Boys’ writing is a particular concern
- Disruption and concerns about bullying increase with age
- There are not enough affordable out of school activities, especially at weekends
- There is insufficient support, advice and guidance in school
- Children feel their views are not valued
- The intention to enter Higher Education falls at age 12 to below national and statistical neighbour comparators.

#### **Key Outcomes**

1. To improve Key Stage 2 and GCSE attainment.
2. To increase the number of schools judged ‘good’ or ‘outstanding’ in Section 5 Ofsted inspections.

#### **What we will do:**

- a) Develop a coherent vision and strategy for education 0 - 19 in the city.
- b) Develop robust, stretching school/city improvement trajectory.
- c) Develop school clusters to take responsibility for improving attainment.
- d) Promote school reorganisation where it will drive up standards and achieve better value for money.
- e) Ensure sufficient school places during the changes in demographics predicted for the coming decade.
- f) Improve training around behaviour for the schools workforce.
- g) Explore a city-wide IT-based learning platform.

## Priority D – Targeted support for children and young people who demonstrate behaviours that may put them at risk

Our current service delivery for Tier 2 and 3 children and young people is broadly structured around specific outcomes (NEET, offending, non-attendance, positive activities, health) rather than risk and causal factors. Services can be redesigned to better meet the needs of those children and young people who may be at risk of a range of poor outcomes and reduce the number who may require expensive (and less effective) Tier 4 services.

### Secondary and post 16:

#### **Encouraging**

- Low mortality rate
- High immunisation and screening rates
- Fewer young people requiring Child Protection Plans
- Reduction in school exclusions
- Improvements in attainment at GCSE in 2010
- Improved post-16 Level 2 and 3 qualifications including a faster improvement in post-16 attainment for those young people from poorer backgrounds
- Increasing participation in post-16 full time education and training
- Reduction in youth offending rates, both first offences and re-offending
- Low and reducing rates of serious substance misuse.

#### **Concerning**

- Less than 50% of children and young people have the opportunity to attend a good or outstanding secondary school or FE college
- Worst secondary persistence absence rates in the South East
- Chronic school absence levels not falling
- Continued high rates of teenage conception
- Rising levels of young people who are not in education, employment or training
- Low involvement in positive activities
- Too many young people feel unsupported and their views under valued
- High risk of binge drinking
- Under use of CAF.

#### **Key Outcomes**

1. Reduce the number of young people who are Not in Education, Employment or Training.
2. Reduce the number of children persistently absent from school.
3. Reduce teenage conceptions.
4. Reduce first time entrants into the youth justice system.

#### **What we will do:**

- a) Invest in community-based positive activities offering accredited programmes in target areas of the city.
- b) Develop a multi-agency targeted youth support service.
- c) Develop the role of a generic 'youth adviser', skilled in a range of intervention styles and methods.

- d) Improve the support to schools to offer high quality Personal Social and Health Education.
- e) Re-commission the school nursing service.
- f) Supported transitions, especially from primary to secondary school, for at risk youngsters.

## **Priority E - Excellent safeguarding and early intervention practice, processes and procedures**

Effective early intervention and safeguarding is predicated on having a confident and competent workforce across agencies that have high quality policies, procedures and practices. A weak link in the network of services leaves children less safe and interventions less effective.

The city needs to be confident that the 8,000 people across 300 agencies who work with children and families have the right skills, knowledge, systems and processes to keep children safe and promote their well-being.

The Common Assessment Framework and related processes are key to ensuring that vulnerable children are identified, assessed and access the right support at the right time.

### **Key Outcomes**

1. Reduction in inappropriate referrals to Children's Social Care.
2. Increase use of the Common Assessment Framework.
3. Agencies compliant with local safeguarding standards and practice, including Section 11 of the Children's Act.

### **What we will do**

- a) Develop and implement a new Protocol and Guidance for early intervention and safeguarding.
- b) Annually audit every agency in the city for compliance against established early intervention and safeguarding practice, including Section 11 compliance.
- c) Sustain and improve the Integrated Working and Safeguarding Training Programme for practitioners and managers.
- d) Enable quality safeguarding leadership and change management in every service to embed safeguarding, common assessment and case management processes.
- e) Fully embed the Early Intervention Audit.
- f) Implement, roll-out and sustain the Portsmouth Children's Data Hub.
- g) Develop supervision training so that practitioners are effectively supported to keep children safe.
- h) Ensure every children's and adults' service worker in the city is properly inducted, including an assessment of their safeguarding knowledge and skills.
- i) Ensure every children's and adults' services worker has a Job Description and Person Specification that is mapped to the six Common Core skills and competencies.

## Priority F - Improving outcomes for Looked After Children

Looked After Children and care leavers are highly vulnerable children and young people who are at particular risk of poor outcomes including health, education and unemployment.

### Key Outcomes

1. Improve placement stability.
2. Improve educational outcomes.
3. Improve the participation of Looked After Children.

### What we will do

- a) Increase the number of local authority foster carers.
- b) More efficient and effective commissioning of care placements.
- c) Review the effectiveness of specific LAC focussed services from health and education.
- d) Improve the participation of LAC in service design and evaluation.
- e) Strengthen the focus on educational attainment.
- f) Supported pathways out of care.

## Priority G – Improving outcomes for disabled children

Parents of children with disabilities generally feel that the services they receive are of a high quality. However, children with disabilities often require a number of services and that service delivery is not always well-joined up. This makes life harder for the children and for their families. Universal services are not as inclusive as they could be.

### Key Outcomes

1. Improve satisfaction with services by parents.
2. Reduce SEN/Non-SEN educational attainment gap.

### What we will do:

- a) Create a multi-agency co-located service for children with complex disabilities.
- b) Develop a single integrated care pathway for children including simplifying assessment and planning processes.
- c) Ensure the universal children's workforce has the right skills and knowledge to work with children with disabilities.
- d) Develop further opportunities for short breaks providers.
- e) Improve parent and child participation in service design and evaluation.
- f) Improve the mainstream school inclusion of children with social, emotional behaviour difficulties.

- g) Develop a special education needs outreach service from special schools into mainstream schools.
- h) Develop a specialist autism resource.

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## KS2 PROGRESS (CVA) PORTSMOUTH SCHOOLS 2011

School name	English and Maths value Added			
	KS1- KS2 VA measure	Confidence limits		Coverage
		lower	upper	
<b>National Average</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Local Authority</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
Arundel Court Junior School	100.7	100.1	101.4	92%
Charles Dickens Junior School	96.7	96	97.4	95%
Copnor Junior School	99.1	98.7	99.6	96%
Corpus Christi Catholic Primary School	99.8	99.1	100.4	95%
Cottage Grove Primary School	100	99.2	100.7	94%
Court Lane Junior School	99.7	99.3	100.1	98%
Craneswater Junior School	99.7	99.2	100.2	94%
Fernhurst Junior School	99.1	98.5	99.7	100%
Flying Bull Primary School	99.5	98.9	100.2	89%
Gatcombe Park Primary School	100	99.2	100.8	100%
Highbury Primary School	98.9	98.3	99.5	98%
Isambard Brunel Junior School	99.9	99.4	100.4	96%
Langstone Junior School	99.9	99.5	100.4	93%
Lyndhurst Junior School	99.5	99.1	99.9	98%
Medina Primary School	101	100.2	101.8	100%
Meon Junior School	99.4	98.9	99.9	96%
Milton Park Federated Primary School	98.3	97.7	99	93%
Newbridge Junior School	100.2	99.7	100.7	91%
Northern Parade Junior School	99	98.4	99.5	97%
Paulsgrove Primary School	100	99.4	100.6	96%
Portsdown Primary School	99.7	99.1	100.3	100%
St George's Beneficial Church of England (Voluntary Controlled) Primary School	101.6	100.7	102.6	95%
St John's Cathedral Catholic Primary School	101.4	100.6	102.2	90%
St Jude's CofE Primary School	100.4	99.8	101.1	87%
St Paul's Catholic Primary School	100.2	99.6	100.8	96%
St Swithun's Catholic Primary School	99.9	99.3	100.6	91%
Solent Junior School	98.8	98.4	99.3	98%
Somers Park Primary School	98.2	97.5	99	87%
Stamshaw Junior School	99.7	99.1	100.4	91%
The Victory Primary School	98.8	98.2	99.4	88%
Westover Primary School	100.4	99.8	101.1	100%
Wimborne Junior School	98.1	97.7	98.6	98%

**GCSE Value Added 2011 rom  
RAISEonline (Unvalidated)**

**Best 8 subjects including English  
and mathematics**

	<b>VA</b>	<b>Rank</b>	<b>Sig</b>
LA	975.5	100	
Admiral Lord Nelson School	1007.2	36	
Charter Academy	972.1	93	-
City Boys	969.9	94	-
City of Portsmouth Girls' School	956	99	-
King Richard School	1019.4	18	+
Mayfield School	970.4	94	
Miltoncross School	969.5	94	-
Priory School	971.1	93	-
Springfield School	1008.3	34	
St Edmund's RC School	977.7	87	-

## Proposed Clusters

The following primary and secondary clusters will give targeted support to their schools when necessary:

- Admiral Lord Nelson School, Copnor Infant / Junior, Gatcombe Park Primary, Westover Primary
- Charter Academy, City of Portsmouth Girls', St Jude's Primary, Cottage Grove Primary, Arundel Court Infant /Junior, Flying Bull Primary, Charles Dickens Infant /Junior, Somers Park Primary, St George's Primary, St John's Primary
- King Richard, Medina Primary, Paulsgrove Primary, Portsdown Primary, Victory Primary, St Paul's Primary
- Mayfield, City of Portsmouth Boys', College Park Infant, Isambard Brunel Junior, Meredith Infant, Lyndhurst Junior, Manor Infant, Newbridge Junior, Penhale Infant, Stamshaw Infant /Junior, Northern Parade Infant /Junior, Corpus Christi Primary
- Miltoncross, Langstone Infant /Junior, Meon Infant /Junior, Milton Park Infant /Junior, Moorings Way Infant
- Priory, Craneswater Junior, Cumberland Infant, Southsea Infant, Devonshire Infant, Fernhurst Junior, Goldsmith Infant, Brambles Nursery, Wimborne Infant /Junior, St Swithun's Primary and St Edmund's
- Springfield, Court Lane Infant /Junior, Highbury Primary, Solent Infant /Junior

Other collaborations and clusters will include:

- Secondary collaboration: Admiral Lord Nelson, City of Portsmouth Boys', City of Portsmouth Girls', Mayfield, Miltoncross, Priory and Portsmouth College
- Roman Catholic Schools: Corpus Christi Primary, St John's Primary, St Paul's Primary, St Swithun's Primary and St Edmund's
- Special Schools: Mary Rose, Redwood, Harbour, Cliffdale and Willows Nursery

## Acknowledgements

DfE – National Guidelines

National Strategies 2010

Officers PCC 2011/12

Small group of Headteachers in Joint Executive 2012

Articles from “The Mackenzie Trust” 2011

Michael Fullan 2010

Sir Michael Tomlinson’s work with Camden

Children’s Trust Plan

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## Glossary of terms

BME	Black and minority ethnic
CPD	Continuing professional development
CTB	Children's Trust Board
EBAC	English Baccalaureate
FE	Further Education
HE	Higher Education
HEI	Higher Education Institutions
IAG	Information, advice and guidance
JCE	Joint Commissioning Board
JE	Joint Executive
Foundation Stage Key Stages (1-4)	The five blocks of years in which the National Curriculum is divided: FS: Foundation Stage KS1 – aged 5-6 at the start of the academic year KS2 – aged 7-10 at the start of the academic year KS3 – aged 11-13 at the start of the academic year KS4 – aged 14-15 at the start of the academic year
NHS	National Health Service
PRU	Pupil Referral Unit
SEN	Special educational needs
SENCO	Special educational needs co-ordinator
NEET	Not in education, employment or training
SSB	Schools Strategy Board
SSIG	Schools Standards & Improvement Group
LAC	Looked After Children
CAF	Common Assessment Framework

CONSULTATION

Di Mitchell  
Head of Education & Strategic Commissioning  
Civic Offices, Guildhall Square  
Portsmouth PO1 2EA

Telephone: 023 9284 1703  
Email: [di.mitchell@portsmouthcc.gov.uk](mailto:di.mitchell@portsmouthcc.gov.uk)

[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

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