

An education strategy for Portsmouth 2017 – 2020

Pulling together – achieving more

Snapshot of education in Portsmouth

- 63 schools – 1 all through; 9 secondary; 48 primary; 5 special
- 2 Further Education colleges and 1 university
- 25,000 pupils 4-16 on roll - set to increase to 28,000 by 2025
- Nearly 50% of schools are now part of a Multi Academy Trust – set to rise to 75% by end of 2018
- Majority of inspected schools (88%) are judged by Ofsted to be good or better
- Educational outcomes are improving year on year but are still behind the national average at all key stages
- Post-16 participation rates continue to rise with 90% of all 16-18 year olds in further education or employment with training
- Higher Education participation rates are also rising with nearly a quarter of young people now going on to HE, but this remains well below the national average of 37%
- 3 Initial Teacher Training (ITT) providers based in Portsmouth with 170 participants signed up for 2017/18

Working together

There is widespread recognition that the biggest gains will be made by developing a **strong collective schools led improvement system**. This will be done through two important vehicles for change: **the Portsmouth Education Partnership (PEP) and strong Multi Academy Trusts**.

The Portsmouth Education Partnership – successes so far

The PEP was launched in November 2016 to bring together individual schools and academies, Multi Academy Trusts (MATs), colleges, early years settings, the Local Authority, the Regional Schools Commissioner (RSC), the University, the Dioceses and EBP South in order to drive school improvement. It is still early days but the PEP can already look back on some notable achievements:

- ✓ Much **closer links and working relationships between the Local Authority, MATs, the Portsmouth Teaching School Alliance and the RSC**, including a new RSC led protocol that encourages MATs to support the PEP
- ✓ **Targeted school improvement** support for 15 schools in the city using a mix of local system leaders through the Portsmouth Teaching School Alliance (National and Specialist Leaders of Excellence – NLEs and SLEs) and outside challenge and support where appropriate
- ✓ Development of a **collaborative school improvement programme**, supported by the PEP Performance Dashboard and a School to School Support Directory

- ✓ Establishment of **subject networks** for English, Maths, Modern Foreign Languages and Science
- ✓ Focus on **improving primary maths**, led by Solent Maths Hub and local SLEs – 27 SLE deployments in 2016/17
- ✓ Focus on **improving primary literacy** (especially reading), led by the Portsmouth Teaching School Alliance and the new Portsmouth English Network (PEN) – 26 SLE deployments in 2016/17
- ✓ Focus on **external/peer reviews** through Challenge Partners and other routes – 20 schools involved in 2016/17
- ✓ Focus on **closing the gap for disadvantaged pupils** (pupil premium) through the Challenge the Gap programme – all 6 schools participating in 2016/17 have seen improved outcomes for targeted pupils
- ✓ Working jointly with Southampton City Council, a **robust process for Key Stage 1 and Key Stage 2 assessment and moderation** is in place, supported by extensive briefings and CPD for Heads, Year 2 and 6 subject leaders and moderators
- ✓ Co-ordination of **3 school improvement bids** for Round 1 of the national Strategic School Improvement Fund
- ✓ Establishment of **Leadership Hubs** in Portsmouth through the Institute of Education and Ambition School Leadership (ASL), the latter of which is providing subsidised opportunities for middle and senior school leaders – 10 schools signed up for 2017/18

- ✓ Development of a **dedicated PEP website** which will be launched early in the Autumn term 2017
- ✓ Launch of a city wide strategy for **promoting whole school approaches to wellbeing and resilience**
- ✓ **2 teacher recruitment fairs** held in January and June and attended by over 150 people
- ✓ Agreed set of priorities to address issues relating to **teacher recruitment/retention & initial teacher training**

Strong and effective Multi Academy Trusts

The majority of schools have either joined, or are considering joining, a MAT. The Local Authority is supporting the academisation of all schools on the basis that MATs can and will:

- ✓ **Act as strong engines for school improvement**, bringing in support and challenge from outside of the city as well as from within
- ✓ **Promote the smoothest possible transition** between key stages for children and young people between different stages of education
- ✓ **Provide a resilient and sustainable structure for schools** due to the economies of scale MATs can bring – supporting rigorous financial management, recruitment and retention of staff and continuous professional development
- ✓ **Commit to inclusive practice and working together with all schools and other MATs across the city**

Portsmouth Education Strategy 2017 – 2020

The Portsmouth Education Strategy 2017-2020 is currently out to consultation which closes on 22 September 2017. You can access the full strategy document and consultation form, with the appendix containing performance indicators at www.portsmouth.gov.uk/pep-strategy and www.portsmouth.gov.uk/pep-strategy-appendix

Our shared values:

- ★ Shared accountability for improving standards and the educational outcomes and life chances of all children and young people
- ★ Promoting a culture of openness, trust and collaboration
- ★ Putting the interests of children and young people first at all times
- ★ Ensuring no child should fail to reach their educational potential because of disadvantage or vulnerability
- ★ Ensuring no schools are left isolated

- ★ Ensuring all our joint actions add value, are evidence based and as far as possible are preventative rather than a response to a crisis

Our vision is to ensure that:

- ★ All children and young people, whatever their background and circumstances, should be confident, resilient, enthusiastic, happy and successful learners, well prepared for adulthood and employment
- ★ Portsmouth is a stimulating, happy and popular place for school senior leaders, teachers and other school staff to work, where their professional development is fostered, their career ambitions met and their workloads kept manageable

Our 10 strategic objectives and key priorities:



S01: Prepare children and young people for life and work beyond school

- Provide multiple opportunities for pupils in primary and secondary schools to engage in the world of work
- Develop a city wide work experience programme for 14 – 19 year olds
- Expand the programme of 1:1 mentoring for pupils to increase confidence and motivation
- Expand the FE College and University volunteer work placement programme in schools
- Expand opportunities for social enterprise and volunteering in the community including the National Citizenship Service



S02: Ensure that all children get the best possible start through effective early nurture at home and high quality early years education

- Continue to challenge and support early years settings
- Make more effective use of the Health Visiting Service to strengthen early parenting support
- Increase the availability and marketing of on line support for parents of young children
- Recruit more volunteers to help run activities at our Family Hubs (formerly known as Children's Centres)



S03: Raise school standards through collaboration, challenge and support

- Create a system whereby all schools experience on a regular basis both high challenge and support
- Make more effective use of local school system leaders and continue to update the school to school support directory and PEP performance dashboard
- Focus on improving outcomes for underperforming cohorts of pupils with a particular focus on disadvantaged and vulnerable pupils



S04: Recruit, retain and grow the best teachers and leaders

- Continue to promote and run two annual teacher recruitment fairs
- Review how we can collectively reduce teacher workload and publish a Fair Workload Charter
- Raise the profile of teaching in the city, promoting the benefits, with a focus on 'growing our own'
- Increase the supply and take up of Initial Teacher Training (ITT) places
- Establish and promote leadership programmes at all levels from preparing teachers for their first leadership role to giving headteachers the opportunity to become Executive Heads across several schools and CEOs of MATs



S05: Strengthen the curriculum across all key stages through a sustained investment in continuous professional development (CPD)

- Focus CPD for teachers in key identified areas that need to be improved including: pupils on SEN support; closing gaps for disadvantaged, white British boys and most able; and transition between Key Stages 1 and 2 and Key Stages 2 and 3
- Expand the CPD programme for English and maths specialists for all phases
- Extend subject networks to include other areas including humanities and arts
- Expand the support for Teaching Assistants



S06: Promote emotional health, wellbeing and resilience in education

- Support schools to develop a culture of positive emotional health and wellbeing which is owned by the whole school community
- Implement a restorative practice model across schools to make a real impact on attendance, behaviour and bullying
- Update the anti-bullying guidance and resource pack for schools including a new toolkit to support pupils who are transgender or gender questioning
- Reduce the stigma of mental health and ensure young people seek early help
- Providing good access to effective self-help strategies and resources which can help to promote wellbeing, prevent mental health issues and provide early support



S07: Collectively work together to ensure all pupils regularly attend school so they can realise their potential

- Support parents so they can meet their responsibilities to ensure children attend school regularly
- Ensure all key partners are involved in supporting improved school attendance, identifying children at the earliest stage who are at risk of persistence absence from school
- Develop a new approach to reducing health related absence, through a dedicated school nurse service
- Maintain the high profile of key attendance messages in local communities



S08: Meet the needs of children and young people with Special Educational Needs and Disabilities

- Support mainstream schools to ensure there is a consistent delivery of 'ordinarily available provision' for SEND pupils
- Improve outcomes for pupils in mainstream schools on SEN support
- Promote good inclusive practice across all education settings underpinned by a strong offer of workforce development
- Remodel local special school provision to meet the needs of the most complex cohort of SEND
- Ensure there is strong communication and partnership working between all education settings and parents of SEND pupils



S09: Ensure young people have the best possible opportunities for post-16 education and higher education, including apprenticeships

- Reduce even further the proportion of young people who are not in education, employment or training (NEET) and track the destination of all 16 – 18 year olds
- Improve the quality of careers education, information, advice and guidance that young people receive to better inform Key Stage 4 and post-16 options and future career choices
- Widen access to and participation in higher education including degree apprenticeships
- Implement the Apprenticeship Strategy and realise the opportunities from the Apprenticeship Levy



S010: Invest in school buildings to create additional school places and provide high quality learning environments that meet the needs of all children

- Ensure there are sufficient primary and secondary school places by continuing to expand existing schools and create an additional 1,000 secondary places over the next 3 years
- Secure capital funding to address the poor condition of some of our schools and complete the rebuilding of King Richard School, Mayfield School, Arundel Court Primary Academy and Beacon View Primary Academy
- Complete the remodelling of Cliffdale and Redwood Park Academies and the opening of the Vanguard Centre (The Harbour School)
- Establish a special free school for children with autism or social communication needs with associated challenging behaviour and/or sensory integration difficulties – to open in 2020