

Education Advisory Panel – an introduction

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What is it?

- Non statutory panel – unique to Hampshire
- No decision making capability
- Purely an advisory panel that advises the Lead Member for Education
- Leadership role – adding to the thinking of the County Council around current educational issues
- A forum for discussing outcomes at different key stages
- A forum where members can be briefed on the work of County Council officers where schools have been causing concern
- Important but different and complimentary role to Children's Services Scrutiny Committee

Changing context

- Educational landscape has changed the context – mixed economy of schools
- Far fewer schools causing concern, even fewer judged inadequate by Ofsted
- Moved away from scrutinising dozens of Ofsted reports about failing schools
- Increased focus on key issues facing schools – academisation, white paper, green paper, federation, staff recruitment, new accountability measures

Where next

- Greater focus on outcomes – what is going well, what do we need to improve, key strategies for improvement
- Sharing of excellent and innovative practice
- Greater role in advising the Lead Member on policy formulation especially in relation to national debates

Hampshire by numbers

- 7 Further Education Colleges
- 7 Sixth Form Colleges
- 67 Secondary Schools
- 2 All through schools
- 12 Secondary Special Schools
- 7 All through Special Schools
- 7 Pupil Referral Unit
- 423 Infant, Junior or Primary Schools
- 8 Primary Special Schools

Hampshire by numbers

- 479 maintained schools
- 47 academies
- 173,000 pupils
- 1 in 46 pupils in England
- 8,770 teachers

- Our overriding role is to be the champion of all children and young people



Education in Hampshire

- All schools are autonomous and self managing – not run by the Council
- Local Authority has intervention powers if a maintained school is under-performing
- Secretary of State has intervention powers, through the Regional Schools' Commissioner if an academy is under-performing

Strong, shared vision for education

- Strong academic tradition in core subjects
- Commitment to providing a broad, relevant and exciting curriculum
- Important focus on developing emotional intelligence and fostering social skills
- Strong emphasis on developing good learning habits – resilience, persistence, creativity, the right mindset
- Making sure that children have an enjoyable and memorable childhood

Principles underpinning education in Hampshire

- All schools should be good or outstanding schools for all children
- Autonomy and competitiveness are balanced by collaboration and joint ownership of the needs of all children
- The Hampshire education system should be co-constructed and led by local leaders



Principles underpinning education in Hampshire

- School practices and provision should be informed by evidence of what works best and professional judgement should be morally exercised
- School improvement is accelerated and achieves better outcomes when there is a commitment to capacity building, collaboration and moving knowledge and expertise around the system



Principles underpinning education in Hampshire

- There is good integration and alignment between headteachers and the strategic coordination and responsibilities of the Local Authority and the use of its resources
- Headteachers lead the system with a recognition that not all educational leadership is in schools



Outstanding Early Years achievement

	Good Level of Development
Hampshire	75%
National	69%

Strong Key Stage Two outcomes

Expected standard	Reading	Writing	Mathematics
Hampshire	71%	80%	72%
National	66%	74%	70%



Key Stage 4 – 2016 New Measures

	A8	P8	Ebacc	Basics
Hampshire	51	-0.03	26%	66%
National	50	-0.03	25%	63%



Ofsted findings

Over 90% of schools are
good or outstanding

Historic Performance and key issue

- Hampshire outcomes across Key Stages and measures have been strong for pupils overall
- Recent improvements in secondary phase overall in particular; primary already consistently strong
- BUT – there is variability with some groups of pupils performing less well than others
- Pupils with English not the first language and those with Service background, for example, generally do well
- Disadvantaged pupils and those with SEND we wish to see further improvement

Key personnel and services

- David Hardcastle, County Education Manager (School Improvement)
- Eric Halton, County Education Manager (Professional Learning)
- Liz Flaherty, County Education Manager (Special Educational Needs)
- Tracey Sanders, County Education Manager (Inclusion)
- Anwen Foy, Virtual Headteacher
- Phillip Walker, County Education Manager (Skills and Participation)
- Janet Barrow, Business Manager

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