

Education Improvement Board Ambition 2025

Progress update – January 2017

In April 2015, Schools Forum agreed to allocate £600,000 to develop a citywide strategic alliance and fund focused improvement activities to improve outcomes in the city's schools. This funding was matched by Nottingham City Council, giving the Education Improvement Board a budget of £1.2M.

The Education Improvement Board (EIB) was established in the summer of 2015, although some work on the initiative had previously been done by its predecessor, the Challenge Board.

The document below provides an overview of the activity and the impact of the EIB since it launched its Ambition 2025 strategy in 2015, looking at some of the key activity that has taken place against the four key priorities, which are:

1. Improving teacher recruitment and retention
2. Improving standards in Mathematics
3. Improving transition from primary to secondary school
4. Improving standards in English

Summary

Some of the key achievements for the EIB since its creation have been:

- The Behaviour charter – adopted by more than 80% of the schools in the city
- Development of the Fair Workload Charter, a local solution to the national issue of teacher recruitment and retention
- The EIB created and recruited a dedicated Teacher Recruitment and Retention Officer to look at the issues affecting school workforces for the city.
- The EIB also funded question level analysis of key stage 2 SATs papers and key stage 4 GCSE papers to provide detailed information on strengths and weaknesses for every school in the city.

The test and examination results of summer 2016 show some improvements at all key stages. The EIB does not claim a causal relationship between the activities it has promoted and the improved 2016 outcomes. Particular successes for Nottingham this year include:

- An increase by 12% of the children achieving a good level of development in EYFS to 69.3%, moving to 142nd out of 152 local authorities in the country.

- At Key Stage 2, 49% of pupils met the expected standard in reading, writing and mathematics which closed the gap between Nottingham and the national figure by 2%. This places us 107th out of 152 local authorities, which is an increase of 34 places on 2015.
- A particular Key Stage 2 success is in mathematics, where the city is now ranked 78th out of 152 and where for the first time, attainment is slightly above average.
- At Key Stage 4, the percentage of children who achieved 5 A* - C grades increased slightly to 43.9% and the percentage of children who achieved A* - C grades in English and Maths increased by 4.1%, to 49.6%. Although this is still below average, the rate of improvement is greater than that seen nationally and Nottingham is closing the gap.
- Looking at the Attainment 8 results, most schools in the city improved on their results from the previous year.

However, there are still some outcomes causing concern. These are:

- Key Stage 1 Phonics results which, although greatly improved from 2015, still place Nottingham second to last in the country.
- The Key Stage 2 reading results have fallen back and show Nottingham has increased the gap with the national figure by 2%.
- The progress made by middle attainers from Key Stage 1 to Key Stage 2 is still not good enough.
- Three primaries are below the government's minimum floor standard.
- At Key Stage 4, there are just two schools in the city who are above national average for Attainment 8.
- Too few secondary schools are entering pupils for EBacc subjects, and particularly science, which means they are achieving lower outcomes on this measure.
- None of the secondary schools in the city have a Progress 8 score high enough to exempt them from routine inspection. Despite some schools making strong improvements in their Progress 8 scores, the vast majority still have negative scores, indicating overall underachievement. Three secondaries are below the government's minimum floor standard.

In addition to activity against the four strands above, the EIB also commissioned a review of SEN provision in Nottingham; a review of Alternative Provision in the city and purchased three years of PASS surveys (pupils attitude to self and school), which had been requested by the Secondary Heads Partnership.

In terms of the activities of the EIB itself, the new role of Strategic Lead for the Board was advertised in June 2016. However, no appointment was made. In July 2016, the Board agreed to fill the position by appointing David Anstead on a two year arrangement to fill the position two days a week and seconding Jennifer Hardy to act as a Programme Manager three days a week. This arrangement has been in place since August 2016 and is working well.

Now the equivalent of a full time role has been appointed to support the work of the Board, the pace of activity is increasing. A new business sub-group has been formed, which meets fortnightly, to progress the work of the EIB between the twice termly Board meetings and to support the post holders directly appointed by the Board.

To increase the pace and impact of the EIB's work against its four priorities, the Board is looking to appoint strand leads for each on a part-time or secondment basis. A Strand Lead for Recruitment and Retention has been in place since July 2016 and has already made substantial progress. Whilst work on the Mathematics and Transition strands has been undertaken without a strand lead in post, the English strand has yet to be developed and the EIB recognise this as an immediate priority.

The tables below show a breakdown of the work undertaken by, or funded by, the EIB in relation to its key aims and the outcomes and impact of this work. At the end of this paper is an overview of the next steps for the EIB.

1. Teacher recruitment and retention

Activity	Cost	Outcomes	Impact
Appoint Recruitment and Retention strand lead for initial 12 month contract – May 2016	£25,000	<ul style="list-style-type: none"> <li data-bbox="1111 363 1503 395">□ Full action plan developed <li data-bbox="1111 432 1603 539">□ Central point of contact for teaching recruitment and retention in Nottingham. <li data-bbox="1111 576 1603 719">□ Relationship established and maintained with national teaching initiatives such as Teach First, the local universities and the DfE 	Teach first – free offer for city schools to join the Careers and Employability Programme
Creation of range of marketing materials	£15,000	<ul style="list-style-type: none"> <li data-bbox="1111 783 1603 927">□ Nottingham specific teaching website launched in World Teacher Day – www.teachnottingham.org <li data-bbox="1111 963 1603 1070">□ Teach Nottingham video produced – for use at roadshows, events and on website <li data-bbox="1111 1107 1603 1182">□ Marketing materials for recruitment fairs etc 	Enables the EIB to host a 'Teach Nottingham' stand at national student teacher recruitment events.
Launch of HeadSpace programme	£8,000	Year long resilience CPD for 16 Head teachers in Nottingham	Available summer 2017

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Fair Workload Charter	£500	Fair workload charter developed with Trade Unions and shared with Heads in September 2016. Charter re-launched in November 2016 following feedback gathered from Heads and academy trusts	Extensive national coverage and interest, including an appearance at the Parliamentary Education Select Committee and coverage by the BBC and the Guardian during October 2016.

Summary of planned future activity

1. Identify more PGCE placement opportunities in city schools
2. Explore opportunities for corporate sponsorship for shortage roles – such as Science and MFL
3. Targeted recruitment for shortage teacher roles
4. Apprenticeship levy – how this can work for Nottingham city?
5. Establishment of a citywide mentoring programme

2. Improve standards in Mathematics

Activity	Cost	Outcomes	Impact
Maths SCENE – October 2015 onwards	£1,800	Recipients increased from 165 to 386 by issue 3.	City mathematics teachers are kept well informed about developments in the teaching of the subject.
Shared assessment frameworks, tracking systems and standard moderation documents – July–October 2016	£3,500	All documents available on website	City mathematics teachers are now sharing their teaching resources and able to learn from one another
One stop shop for Maths CPD linking all CPD delivered in the city	£1,125	CPD brochure produced and shared with all schools	
Getting it right at KS1	£4,000	10 days CPD offered, taken up by 90% of the schools	68% of children were working at the expected standard in 2016. This has closed the gap nationally by 1% and increased Nottingham's ranking to joint 133 rd from joint 145 th

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<p>Maths Mastery INSET days Sep 2015- March 2016 and Singapore Maths Conference</p>	<p>£5,250 for INSET days and £9,982 for conference</p>	<p>88 schools attended the conference. Most primary schools and special schools took part in the INSET days, along with three secondary schools – NUSA, Top Valley, Trinity</p>	<p>Nottingham's ranking for KS2 Maths results increased by 30 places to 78th, placing the city 1% below national average.</p> <p>All three secondary schools saw an improvement in their Maths Attainment 8 scores from the previous years.</p>
<p>Transform TSA funded to support the development of the West East Midlands Maths Hub Strategic group and working groups for city schools.</p>	<p>£13,550</p>	<p>Transform TSA Director and various SLE's worked to establish the role of the East Midlands West Maths Hub in improving Maths in Nottingham.</p>	<p>A working group has been established for each key stage and the role is to identify priorities and establish CPD to meet these. These groups meet termly.</p>
<p>Primary and Secondary questionnaire developed and shared to establish baseline maths picture, to be shared with individual schools.</p>	<p>£1,490</p>	<p>Priorities for 2016/7 agreed:</p> <ul style="list-style-type: none"> - Mastery in maths - Maths Leadership development - Reasoning and problem-solving - Level 3 (post GCSE) Maths - Curriculum, resources and qualifications - Supply of specialist teachers of maths - EYFS – local priority <p>CPD developed aligned to the above. Schools provided with diagnostic tool to identify future areas for development in</p>	<p>Overall strengths and weaknesses in mathematics provision across the city have been identified and specific CPD developed to targeted generic weaknesses.</p>

Activity	Cost	Outcomes	Impact
		teaching and leadership in Maths.	
Develop a shared resource base one stop shop	£1,490	Professional, clear and relevant Maths CPD brochure created and mailed to all City schools on termly basis.	An EIB commitment to coordinate CPD across the city has been met for mathematics.
Support schools and academies to secure improvement in mathematics education by developing mastery pedagogy. Open classrooms. Identify specialists in schools (those who can model lessons). Produce a programme for 10 sessions for schools to access.	£4,000	Open Classrooms programme launched and first session running in November 2016. 2 x Mastery in Maths programmes and a wide range of other CPD has been run by the Maths hub.	Available summer 2017.
Develop a pre-MAST programme (mini-MAST) available to all City schools.	£7,200	Programme will start in 2017 for 12 – 15 delegates.	Available summer 2017.
EYFS Maths Mastery project	£23,900	A Research Group to explore using mastery in EYFS Maths Teaching to deepen their understanding to 20 – will include 9 primary schools, with an Early Years teacher from every primary in the city to attend a training session in July 2017.	Available summer 2017.
Maths SCENE for 2016/17	£500		

Activity	Cost	Outcomes	Impact
KS2 coaching programme	£12,600	Coaching programme for poorest performing primary schools in the city at KS2.	Available summer 2017.

3. Transition from primary to secondary school

Activity	Cost	Outcomes	Impact
Two city head teachers funded to work on Transition strand (funding runs until March 2017)	£12,000	Common transfer form for pupils moving from primary to secondary school created – form now in use	Highlighted the disparity of information coming from different primary schools and the different ways secondary schools respond.
			Common transition day agreed and adopted across the city
		Range of research activity undertaken to identify best practice around transition in the city and the County. This will be shared with Secondary Heads in February 2017.	Yet to be shared, but this has already highlighted some quick wins around how primary and secondary schools communicate to plan transition activities.
		Transition protocol produced and agreed.	

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Transition conference held – March 2016	£580	Attended by 67 schools.	
Under discussion: Pilot project to train teaching assistants to deliver the reading intervention Switch-On during the transition period from primary to secondary	TBC	The target is to significantly improve pupil outcomes in reading by providing a structured and timely intervention during the transition period into secondary provision. The programme will provide continuous reading support for identified pupils in year 6 into year 7, ensuring curriculum continuity and progression	Starting summer 2017