

Title of paper:	Children and Young People's Plan Priority: Raising Attainment.	
Report to:	Children's Partnership Board Meeting	
Date:	25 th March 2015	
Relevant Director:	Joint Director's of Education	Wards affected:
Contact Officer(s) and contact details:	P A Fielding / S A Fielding Patandsarah.fielding@nottinghamcity.gov.uk	
Other officers who have provided input:	Nicholas Lee, Alistair Conquer, Mirth Parker, David Anstead, Daniel Sturock	
Relevant Children and Young People's Plan (CYPP) objectives(s):		
Stronger safeguarding – With a key focus on ensuring that there are high standards of safeguarding across all agencies and that the Partnership takes a pro-active approach to the elimination of domestic violence.		
Healthy living – With a key focus on increasing the proportion of children and young people who have a healthy weight.		
Reducing substance misuse – Partnership work to lessen the impact on children of parental drug and alcohol misuse and to reduce drug and alcohol misuse amongst children and young people.		
Raising attainment – Raising the attainment levels and increasing engagement in employment, education and training.		X
Improving attendance – Improving rates of attendance at both Primary and Secondary as a key foundation of improving outcomes.		
Summary of issues (including benefits to customers/service users):		
<p>The Children and Young People's Plan includes an objective to raise the attainment levels and increase engagement in employment, education and training. Responsibility for raising attainment and increasing engagement sits with the Education Directorate, alongside a range of school and academy partners. A full analysis of outcomes for 2014 has been undertaken and summarised below alongside key priorities for improvement This report will update the Board on:</p> <ol style="list-style-type: none"> 1. Outcomes for children and young people during 2014 2. Current priorities and actions to improve outcomes. 		
Recommendations:		
1	Board members to note the content of the report	

1. BACKGROUND AND PROPOSALS

The Primary Phase

Attainment:

We would argue that in general and seen over time children start school attaining levels which are well below those expected nationally. This remains the case at the end of EYFS despite having made rapid progress. By the end of KS1 attainment remains lower than average levels but the gap has closed. By the end of KS2 the gap has continued to close and although attainment is still below national average the gap is smaller.

Progress:

Progress / VA scores demonstrate we are having significant impact across the city. Value added scores in 2014 for Nottingham for all subjects is 100.1 putting us in the 35th percentile rank.

- For **Maths** the VA score is 100.2 putting us in the 35th percentile rank.
- For **Reading** the VA score is 99.9 placing us in the 47th percentile rank.
- For **Writing** the VA score is 100 placing us in the 41st percentile rank.

At Key Stage 4:

Pupils achieving 5+ A*-C GCSEs (or equivalents) including English and Maths:

- 44.6% of Nottingham's pupils achieved this measure. This is 8.8 percentage points away from the national position which is a similar gap to that recorded in 2012/13. This ranks Nottingham 148th nationally, with only Blackpool, Bradford and Knowsley below (out of 151 LAs). In 2013 Nottingham was ranked 143rd.

Pupils achieving 5+ A*-C GCSEs (or equivalents):

- 50.9% of Nottingham's pupils achieved this measure which is 12.9 percentage points away from the national position, a much larger gap than that recorded in 2012/13 (3.9%)
- This ranks Nottingham 150th nationally, with only Knowsley below (out of 151 LA's). In 2013 Nottingham was ranked 137th.

Progress rates in maths

- 56.3% of Nottingham's pupils achieved this measure which is 10.3 percentage points away from the national position (66.6%). This ranks Nottingham 143rd nationally (out of 151 LAs).

Progress rates in English

65.1% of Nottingham's pupils achieved this measure which is 7.8 percentage points away from the national position (72.9%). This ranks Nottingham 141st nationally (out of 151 LAs).

Pupil Migration

- Over the last three years the LA has lost on average around 25% of its KS2 cohort, during the transition to secondary schools.
- A disproportionate amount of 'High Prior Attainment' pupils are leaving the LA after primary school.
- If the leaving 'High Prior Attainment' pupils stayed in the LA (and made KS4 expected standard), the LA would halve its gap to national in this measure (from around 10 percentage points to 5).
- If the leaving pupils achieving at least one level 5 stayed in the LA (and made KS4 expected standard), the LA would have reduced its gap to national in this measure by nearly two thirds (from around 10 percentage points to 4).

Key Stage 5

- Revised figures show that 88.3% of candidates attained **Level 3 (2 or more A Level passes or equivalent)** in 2014. This is down by 5.6 percentage points from the final 2013 result (93.9%) and moves the city from in line with the England average to 2.2 percentage points below.
- The LA ranking has fallen 49 places from 48th (2013) to 97th (2014).
- The national outcome is down 1.8 pts from the 2013 position of 92.3%, to 90.5% in 2014.
- The gap between Nottingham and national position has increased from being 1.6 pts better than national in 2013 to 2.2 pts below in 2014.

In Education, Employment or Training (EET)

A record number of 16 and 17 year olds (92.3%) in Nottingham City are now in further education, employment or training. This means that Nottingham has the highest number of summer 2014 school leavers in further education, employment or training of all the Core Cities* and more than the national average which is 90.2%.

Nottingham also has the lowest 'not known' figures (those whose outcomes post 16 are unknown to the council) of all the Core Cities. At 1.2 per cent, this is considerably lower than many other cities.

PROPOSALS

1	<p>Improving Achievement by:</p> <ul style="list-style-type: none"> • knowing our schools through detailed risk assessment processes including Schools Causing Concern meetings and reviews. • developing dedicated projects to raise achievement in schools including developing strategies for new baseline assessment, developing guidance for teaching reading,
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	developing a coherent response to 'assessment without levels', developing strategies for transition to secondary schools, developing new proposals and provision for alternative provision, developing the practice of our NQT's.
2	Improving Teaching and Learning by: <ul style="list-style-type: none"> • devising targeted CPD offer in partnership with local TSA's. • providing targeted, bespoke support to improve teaching through early years, primary and secondary advisory teams.
3	Improving Leadership and Management by: <ul style="list-style-type: none"> • Strengthening governors' skills and abilities through the development of a governor academy, reviews of school governance, and where necessary appointing IEB's. • Appropriately deploying NLE's and LLE's in partnership with TSA's to support senior leadership in schools. • Proportionately deploying early years, primary and secondary advisors to support and challenge school leaders and governors to secure school improvement in each school and, where possible, academies.
4	Establish clear policies for school improvement in partnership with TSA's and MAT's to include the Education Improvement Strategy, Schools Causing Concern protocols, School Improvement Service core offer and partnership protocols.
5	Secure cultural change by promoting partnership working through the EIB, TSA's MAT's and NLT and other key partners.
6	Improve communication channels by establishing the director's briefing and newsletter for all Headteachers and further developing the schools website.

2. RISKS

Key risks are mainly related to the recommendations of the review not being delivered. For example, if we fail to deploy sufficiently skilled school improvement advisers across the phases we will not develop an accurate understanding of current school and cohort performance and subsequently will be unable to effect appropriate and aspirational school improvement.

Additional key risks include reduced funding which potentially result in outcomes for young people continuing to be compromised.

3. FINANCIAL IMPLICATIONS

The programme of activities is funded through the existing school improvement service which includes elements of statutory funding. Additional funding will need to be secured through Schools Forum.

4. LEGAL IMPLICATIONS

This report provides an update on pupil outcomes for 2014 and strategies to raise attainment and accelerate progress, the content of which raises no legal implications at this time.

5. CLIENT GROUP

All children aged under 18 years.

6. IMPACT ON EQUALITIES ISSUES

Equalities remain a focus within the review of outcomes, including particular vulnerable groups and their specific needs.

7. OUTCOMES AND PRIORITIES AFFECTED

Improving Educational Attainment for Children and Young People

8. CONTACT DETAILS

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