

Title of paper:	Children and Young People's Plan Priority: Supporting Achievement and Academic Attainment; Early Years, academic results and S.E.N	
Report to:	Children's Partnership Board Meeting	
Date:	18 th November 2015	
Relevant Director:	Joint Director's of Education	Wards affected: All city wards
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Other officers who have provided input:	Nicholas Lee, Alistair Conquer, Mirth Parker, David Anstead, Daniel Skurok, Catherine Smith, Kathryn Bouchlagem	
Relevant Children and Young People's Plan (CYPP) priority:		
Supporting achievement and academic attainment: All children/young people will leave school with the best skills/qualifications they can achieve and will be ready for independence, work or further learning.		
Summary of issues (including benefits to customers/service users):		
The CYPP includes an objective to raise the attainment levels in education. Responsibility for raising attainment sits with the Education Directorate, together with a range of school and academy partners. A full analysis of outcomes for 2015 has been undertaken and summarised below. This report will update the Board on:		
<ol style="list-style-type: none"> 1. Outcomes for children and young people during 2015 2. Current priorities and actions to improve outcomes. 		
Recommendations:		
1	Board members to note the content of the report	

1. BACKGROUND AND PROPOSALS

(Explanatory detail and background to the recommendations)

We remain ambitious for our children in the city, and consequently are disappointed not to have seen more rapid improvements in some aspects of pupil outcomes in 2015. The structure of this paper is designed to give a real sense of our ambition and intent and demonstrates considerable activity over the last year to establish processes that will, by design and over time, impact on improved outcomes for children in Nottingham. We have included a more detailed analysis of attainment and progress and included some contextual information that you may find illuminating.

Progress and Attainment

In general and seen over time children in Nottingham start school attaining levels which are well below those expected nationally which remains the case at the end of Early Years despite the children having made rapid progress. By the end of KS1 attainment remains lower than average levels but, due to strong rates of progress 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.

At Early Years:

The IDACI survey outcomes combined with statistics relating to migration and transience across our communities strongly suggest that in Nottingham City, children enter EYFS with attainment well below average and amongst the lowest starting points nationally. Addressing the very low baseline on entry and exit points to the EYFS continues to be a key priority within the city, despite the significant increases seen this year. The percentage of pupils assessed to be gaining a Good Level of Development improved significantly this year, from 46% in 2014 to 58% in 2015. A renewed focus on the foundation stage, and prioritising EYFS improvement programmes such as OFSTED's 'Getting to Good' has helped schools to secure these improvements. We expect this improvement to be sustained this year.

EYFSP over time:

% Good Level of Development		
Year	Nottingham City	National
2014	46%	60%
2015	58%	66%

Year 1 Phonics screening

The phonics screening check outcomes 2011-2015 for Nottingham schools showed that, despite the 2% improvement, the gap between Nottingham schools and the national average is not closing rapidly enough and that a continued and more rapid rise in standards is paramount. Consequently *'the percentage of pupils (69%) ...reaching the expected standard of phonic decoding is the lowest in the country'*. However only 46% of this cohort of children achieved a good level of development by the end of EYFS last year and so significantly more pupils in this year group are now achieving nationally expected levels (+23%). Additionally, although the improvement this year is 1% behind that seen nationally, there has been a sustained improvement in phonics outcomes, and the trend over the last 4 years has been an improving one for both all pupils (from 48% in 2012 to 69% in 2015) and for disadvantaged pupils (from 39% in 2012 to 60% in 2015). Disadvantaged pupils have improved their attainment in phonics and are ranked 111th/ 150 LA's. Non- disadvantaged pupils have also improved outcomes in phonics and are ranked 141 of 150 LA's. In Nottingham City the gap between disadvantaged pupils and non-disadvantaged matches that seen nationally at 14%, and is narrowing. Additionally of those schools achieving less than 70% there are an equal proportion of maintained schools and academies.

Phonics screening over time:

	% passing threshold 2014	% passing threshold 2015
All pupils	67 (national 74%)	69 (national (77%))

Key Stage 1

At Key Stage 1 we recognise that there remains an attainment gap between Nottingham City and the national average, and understand the imperative to improve outcomes for pupils.

However we have continued to see improvements in Reading, Writing and Maths. We have seen an increase of 2% at Level 2+, which exceeds improvements seen nationally in reading and maths, and matches that in writing. At level 2b+ there have been improvements of 4% in reading, 3% in writing and 4% in maths. At level 3+ we have also seen improvements of 3% in reading, and 1% in writing and maths. We would argue that improvements now being seen in Nottingham at least match and sometimes exceed those seen nationally.

We are pleased that our disadvantaged pupils have shown continued improvement and are ranked 101st for reading, 108th for writing and 125th for maths from 150 LA's. Disadvantaged pupils are 2-3% behind disadvantaged pupils nationally in reading, writing and maths, and we will of course continue to work to close this gap. Likewise the gap between disadvantaged pupils and all pupils continues to reduce and is now between 5-6%.

Additionally the gap between city pupils and national averages has reduced from 8% at EYFS to @5% by the end of KS1 demonstrating good progress over time.

Key Stage 1:

AI Pupils (77 schools)	%L2+ 2014	%L2+ 2015	%L2B+ 2014	%L2B+ 2015	%L3+ 2014	%L3+ 2015	Average points 2014	Average points 2015
Reading	84	85.6	72	75.9	20	22.7	15.4	15.7
Writing	79	81.2	61	63.6	10	11.1	14.2	14.4
Maths	87	89	72	76.1	17	18.1	15.3	15.7
Overall							15	15.3

Key Stage 2

Provisional data for Key Stage 2 often changes after validation in December due to contributing factors within our schools. Therefore caution must be exercised when analysing outcomes.

However, the percentage of pupils achieving a level 4+ in reading, writing and maths is too low, being 5% below the national average. Attainment in Key stage 2 remains below average but again the gap closes as the children get older. In Key Stage 2 we have seen improvements in most areas despite a drop of 1% in RWM combined. At level 4+ we have seen a 3% improvement in GPS and a 1% improvement in writing. At 4b+ we have seen an improvement of 1% in maths and 4% in GPS. At Level 5 we have seen an improvement of 2% in writing and 2% in GPS.

Key Stage 2:

- **RWM L4+ 77%** (+1% on 2014), 118th out of 152 LAs, national position 80% (+1% on 2014) **'REVISED'**
- **RWM L4+ 75%** (-1% on 2014), 139th out of 152 LAs, national position 80% (+1% on 2014) **PROVISIONAL**
- **Reading L4+ 85%** (-1% on 2014), 138th out of 152 LAs, national position 89% (no change on 2014) **PROVISIONAL**
- **Writing L4+ 82%** (+1% on 2014), 146th out of 152 LAs, national position 87% (+2% on 2014) **PROVISIONAL**
- In GPS L4+ **76%** (+3% on 2014), 132nd out of 152 LAs, national position 80% (+4% on 2014) **PROVISIONAL**
- **Maths L4+ 85%** (no change on 2014), 113^h out of 152 LAs, national position 87% (+1% on 2014)
- At 4b+ we have seen an improvement of 1% in maths and 4% in GPS.
- At Level 5 we have seen an improvement of 2% in writing and in GPS.

And.. although the attainment (KS2) of Nottingham FSM6 pupils remains lower than Nottingham non FSM6 pupils they are very close to or better than national FSM pupils...

- For RWM **70%** of Nottingham FSM6 pupils achieve L4 (national **70%**)
- For Reading **82%** of Nottingham FSM6 pupils achieve L4 (national **83%**)
- For Writing **78%** of Nottingham FSM6 pupils achieve L4 (national **79%**)
- For Maths **82%** of Nottingham FSM6 pupils achieve L4 (national **80%**)

We were pleased to note that our pupils make good progress between Key stages 1 and 2. **Importantly progress measures by the end of KS2 are comparable to national averages and above statistical neighbour averages.** In reading 90% of pupils made expected progress, in writing 94% and in maths 90% which is in line with national averages.

The percentages of pupils making at least expected progress:

- **Reading: 90%** - nationally this is **91%**
- **Writing: 94%** - nationally this is **94%**
- **Mathematics: 90%** - nationally this is **90%**

This ranks the city as 104th for reading, 71st for writing and 69th for maths (for expected levels of progress)

The proportion of pupils making expected progress has been sustained in maths and has improved in writing (reading decreased by one percentage point year-on-year).

The percentage of pupils making greater than expected progress:

- **Reading:** All pupils exceed national average by 2% (35% vs. 33%)
- **Writing:** All pupils exceed national average by 1% (37% vs. 36%)
- **Maths:** All pupils exceed national average by 2% (36% vs. 34%)

Key Stage 4: 5+ A*-C grades Including English & Maths

The headline attainment measure in 2015 is the percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs. This measure has deteriorated in the provisional 2015 results, when compared to 2014 provisional figures.

There was a 1.8 percentage point decrease in the proportion of pupils achieving the measure in Nottingham, compared to 2014 provisional data. The 2015 provisional figures can be expected to rise when revised data is calculated. The revised data will take account of accepted amendment requests made by schools to remove pupils and the addition of late results and re-marks.

- **In 2014/15 Nottingham pupils score was 41.5%. This is a fall of 3.1 percentage points compared with 2013/14 (44.6%).**
- The national average was 52.8%, a fall of 0.6 percentage points compared with 2013/14 (53.4%).
- The gap between Nottingham and the national average was -11.3%, a widening of 2.5 percentage points compared with 2013/14 (-8.8%).
- Nationally, Nottingham is ranked joint 149th, one position above Knowsley, the lowest ranked LA. The provisional 2014 results ranked Nottingham 149th and revised 2014 results ranked Nottingham 148th. Rankings for both years are out of 151 LAs as City of London did not submit results for either year.
- The Statistical Neighbours' average was 48.5%, a fall of 1.5 percentage points compared with

2013/14 (50.0%).

- Among the Statistical Neighbours, Nottingham ranks 11 out of 11. This is no change compared with 2013/14 (11).

Pupils Making Expected Levels of Progress between KS2 and KS4 (mainstream schools)

Nationally more pupils make expected levels of progress in English than in Maths and this picture is replicated across Nottingham as well. Nottingham's gap to England for English and Maths progress has remained around 10 per cent over the last six years, although the gap has widened in 2015 for both measures.

KS4 pupils achieving expected progress in maths

Provisional data puts 52.1% of Nottingham's pupils achieving this measure

- Nottingham is 15.6 percentage points away from the national position (67.7%)
- This ranks Nottingham 149th nationally (out of 151 LAs)
- Nottingham is 8.8 percentage points away from its group of statistical neighbours (SN) average (60.7%)
- Nottingham is ranked 11th in its SN group

KS4 pupils achieving expected progress in English

Provisional data puts 58.1% of Nottingham's pupils achieving this measure

- Nottingham is 13.2 percentage points away from the national position (71.3%)
- This ranks Nottingham 149th nationally (out of 151 LAs)
- Nottingham is 8.4 percentage points away from its group of statistical neighbours (SN) average (66.5%)
- Nottingham is ranked 11th in its SN group

Gap between pupils receiving the Pupil Premium (disadvantaged) and their peers in achieving expected level at Key Stage 4 (or by age 19) USING fsm6 data:

% 5+ A*-C grades including English and Maths, 2015 provisional

Nottingham All Pupils: 41.5

Nottingham FSM6: 28.1

Nottingham Non-FSM6 (other): 51.8

National: All Pupils: 52.8

National FSM6: 36.1

National Non FSM6 (other): 63.4

The DfE gap measure is LA FSM6 pupils to National other, so: Nottingham FSM6 (28.1) – National other (63.4) = -35.3

LA ranking 2015-68th

SEN:

Gap between SEN and non-SEN pupils in achieving Key Stage 2 English and Maths L4

In general a gap remains between SEN and non-SEN pupils in maths, reading and writing. However the SEN gap 2014-2015 has reduced by 6% in maths, 4% reading and 3 % in writing. The SEN gap with all is below the national SEN gap with all in maths, reading and writing.

Mathematics

SEN Type	LA Name	2012	2013	2014	2015	2014-2015
No SEN	Nottingham	92	92	94	92	-2
	England	94	94	94	94	0
	Gap	-2	-2	0	-2	-2
All pupils	Nottingham	81	83	85	85	0
	England	84	85	86	87	1
	Gap	-3	-2	-1	-2	-1
SEN Gap with All	Nottingham	-22	-20	-22	-16	6
	England	-24	-24	-23	-24	-1

	Gap	2	4	1	8	7
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Reading

SEN Type	LA Name	2012	2013	2014	2015	2014-2015
No SEN	Nottingham	93	93	94	91	-3
	England	96	94	96	95	-1
	Gap	-3	-1	-2	-4	-2
All pupils	Nottingham	83	83	86	85	-1
	England	87	86	89	89	0
	Gap	-4	-3	-3	-4	-1
SEN Gap with All	Nottingham	-20	-22	-18	-14	4
	England	-22	-23	-20	-22	-2
	Gap	2	1	2	8	6

Writing

SEN Type	LA Name	2012	2013	2014	2015	2014-2015
No SEN	Nottingham	91	92	93	92	-1
	England	94	95	95	95	0
	Gap	-3	-3	-2	-3	-1
All pupils	Nottingham	76	79	81	82	1
	England	81	84	86	87	1
	Gap	-5	-5	-5	-5	0
SEN Gap with All	Nottingham	-31	-29	-29	-26	3
	England	-33	-33	-31	-31	0
	Gap	2	4	2	4	2

Gap between SEN and non-SEN pupils in achieving 5 A*-C GCSEs including English and Maths

The SEN Gap with all pupils achieving 5 A*-C GCSEs including English and Maths has reduced by 2% 2014-2015. The SEN gap with all is below the national SEN gap with all and has continued to widen 2012-2015.

SEN Type	LA Name	2012	2013	2014	2015	2014-2015
No SEN	Nottingham	65	61	53	47	-6
	England	70	71	66	63	-3
	Gap	-4	-10	-13	-16	-3
All pupils	Nottingham	50	50	45	42	-3
	England	59	61	57	56	-1
	Gap	-10	-11	-12	-15	-2
SEN Gap with All	Nottingham	-31	-30	-30	-28	2
	England	-34	-34	-33	-34	0
	Gap	3	5	4	6	2

% Children in Care achieving the expected level (RWM combined) at Key Stage 2, 2015 provisional

Nottingham Looked After Children (all, resident in and out of LA): **54.5%** (in 2014 the score was 48%)

The LA RAISEonline report, table 2.6.1 in 2015 (2.7.1 in 2014) reports;

- For Mathematics, 80% CLA pupils made the expected progress in 2015 (up 5% in one year). This is +2% above the National Average (it was +1%).
- For Reading, 80% CLA pupils made the expected progress in 2015 (up 5%). This is -2% below the National Average (it was -6%).
- For Writing, 80% CLA pupils made the expected progress in 2015 (no change). This is -4% below the National Average (it was -2%).

The cohort size was 25 in 2015 (20 in 2014).

% Children in Care achieving 5 or more A*-C GCSEs, 2015 provisional

Nottingham Looked After Children (all, resident in and out of LA): **6.5%** (from a cohort of 31 pupils, in 2014 the score was 13% out of 39 pupils)

Ofsted inspection outcomes:

We are encouraged that Ofsted have judged current progress to be good or better in 82% of our primary schools and academies which will lead to better attainment over time. This is a sound platform for on-going improvement.

Nottingham pupils start out with one of the largest gaps in attainment between them and all other pupils nationally. The consistently good progress most of them make, enables us to close the gap considerably by the end of Key Stage 2. To only comment on gaps in attainment at the end of different Key Stages fails to recognise that those gaps are closed the longer children experience the generally good provision in our primary schools. The good progress Ofsted inspections are currently reporting our pupils are making will, in time, lead to better attainment.

Contextual barriers for consideration:

It is worth noting that in the latest **Index of Multiple Deprivation Local Authority District Results** Nottingham ranks 8th most deprived out of 326 Local Authority districts in England. This compares with ranks of 20th out of 326 districts in the 2010 index. Nottingham ranks fourth most deprived of the English Core Cities. Some districts in our city feature in the lowest 100 Super Output Areas.

- We experience high levels of turbulence and mobility within our schools.
- The proportion of children who speak English as an additional language and are at early stages of learning English are high- 10% above national averages (EAL- 29.3% compared to 19.4% nationally)
- Teacher recruitment remains a challenge at all phases and stages. This is particularly significant at subject leader and departmental level, as well as with School Leadership.
- Negotiating a strategic response to city wide priorities has been complicated by the wide range of stakeholders, sponsors and partnerships that have evolved over the last three years. Clarifying roles, responsibilities and levels of accountability has been an important undertaking by the LA.
- The proportion of disadvantaged pupils is high and increasing. It is 11% above the national average. The number of pupils eligible for pupil premium funding has gone up by 603 pupils over the last 2 years. Primary State funded FSM eligibility 2015 was 26%- ranks 139/150 LA's. National average is 15.6%
- Initial analysis of overall attainment figures are affected by the relative proportions of disadvantaged: non disadvantaged pupils.
- We have a high proportion of children who experience difficulties in their home lives. We have nearly twice as many children subject to a child protection plan as seen nationally, twice as many pupils classified as children in need and 1/3rd more Looked After Children. One in three children under the age of 16 lives in a low income family compared to 1 in 5 seen nationally,
- Another feature of our city includes the significant percentage of higher performing pupils who choose to transfer out of the city for secondary provision.

PROPOSALS -We have a strong commitment to continuing to narrow any gaps and raising standards of literacy and mathematics at all stages and phases. Whilst we recognise the scale of the challenge we have continued to make significant changes over the last 11 months to ensure we are able to track, check, monitor and challenge individual school and academy performance so that pupils in Nottingham achieve at least as well as their peers nationally in future.

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| 1 | 1. Improving Achievement by: <i>Understanding the performance of maintained schools in the city, using data to identify those schools that require improvement and intervention.</i> <ul style="list-style-type: none">• Use of school level data to track and analyse performance including detailed risk assessment of individual schools• Moderation of EYFS profile, as well as standards at Key Stage 1 and 2 including practitioner moderators.• School Improvement Advisers are now deployed in nearly all of our schools and academies. The offer is both universal and proportionate. Only one Academy Trust has rejected this support.• We are leading the development of tools to support schools in their approach to assessment |
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	<p>Our 'Small Steps Big Changes programme with under 3's (£45m over next 10 years) has just started its first delivery strands from September 2015 so we expect to see improvements in school readiness in our most deprived wards in the next three years.</p> <ul style="list-style-type: none"> • Knowing, challenging and supporting our schools/academies through detailed risk assessment processes to include Schools Causing Concern meetings and reviews • Continuing to develop dedicated projects / tools to support schools and to raise achievement including developing strategies for; <ol style="list-style-type: none"> 1. the new baseline assessment - this is a significant piece of work and involves both Local Authority Consultants and school based teachers 2. developing a coherent response to 'assessment without levels' 3. developing strategies for transition to secondary schools 4. developing strategies for developing mathematics teaching and learning EYFS to KS4 5. developing new proposals and provision for alternative provision / SEN
2	<p>Improving Teaching and Learning by:</p> <ul style="list-style-type: none"> • Devising targeted CPD offers in partnership with our local TSA's-this is being piloted as a part of the EIB mathematics strand. • Providing targeted, bespoke support to improve teaching through early years, primary and secondary advisory teams.
3	<p>Improving Leadership and Management by:</p> <ul style="list-style-type: none"> • Strengthening governors' skills and abilities through the development of a governor academy (the Governance Academy has been designed to enhance existing skills sets, provide appropriate accreditation, develop and extend existing training opportunities.) reviews of school governance (the LA provides a robust external review of Governance which is viewed as highly successful in identifying areas for development as well as areas of strength. One outcome of the review is the publication of a detailed individual school/academy plan of action) • Where necessary appointing IEB's to strengthen school governance • 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. • Deploying School Improvement Advisers to support school/academy Ofsted inspections
4	<p>Holding schools/academies to account <i>Taking swift and effective action when failure occurs in a maintained school, using Warning Notices and IEB's whenever necessary to get leadership and standards back up to at least "good".</i></p> <ul style="list-style-type: none"> • Schools Causing Concern meetings for Primary and Secondary schools and academies (Oct/Nov) • Of the 12 primary schools triggering concern in 2015, 8 are academies and these will be discussed with the RSC as appropriate. • We issue warning notices where appropriate, including alerting the RSC where appropriate.
5	<p><i>Intervening early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least "good".</i></p> <p>In response to the results of the phonics screening 2015 the LA is providing a range of focused training opportunities;</p> <ol style="list-style-type: none"> 1. incorporating phonics as a key agenda item in Schools Causing Concern meetings 2. engaging with Teaching School Alliances (TSA's) to research, trial and implement preferred teaching models to include high impact phonics programmes. 3. recommending that schools include early reading as a key priority for school improvement plans and directing them towards the 2015 'Essentials For Reading' project resources <ul style="list-style-type: none"> • supporting schools to forensically analyse results EYFS-KS4, • requesting predicted outcomes in order to establish aggregated prediction and LA targets, • reinforcing key messages from the DfE Statistical First Releases' with all head teachers • engaging in annual risk assessment process - challenge schools most at risk / provide or signpost appropriate resources-both within and beyond the LA resource • provide focused CPD programme for all phases and subjects • support accurate self-evaluation • challenge schools to set aspirational targets

	<ul style="list-style-type: none"> • focus the work of our Education Improvement Board on transition, recruitment and mathematics 2015-2016.
6	<p>Signposting where schools can access appropriate support.</p> <p>The LA offers a broad range of CPD programmes (EYFS, Primary, Vulnerable groups and SEN/D Team) which are informed by the analysis of data to include for example;</p> <ul style="list-style-type: none"> • An NQT development programme lead and managed by LA Advisers-to include induction training, development and monitoring, assessment and moderation of NQT's (150 in 2014/15 and 173 2015/16) • New to Year 2 and Year 6 development programmes
7	<p>Improving attendance; Attendance improving at Nottingham schools</p> <p>Schools in Nottingham have seen significant improvements in attendance. New figures show 4.8% of pupils were absent from schools and academies in Nottingham last year, that's a drop of 0.3% from the year before.</p> <p>The biggest drop is in unauthorised absence, particularly the reason 'Other circumstances' which is down 17%.</p> <p>Schools in Nottingham are bucking the national trend in overall absence, there has been a drop in figures but the national average has increased, meaning the city is narrowing the gap. Overall Nottingham has moved up the league table going from 147th to 120th out of 151 Local Authorities;</p> <ul style="list-style-type: none"> • Primary Schools are now placed 114 in the country, that's up 30 places • Secondary schools jumped 33 places in the rankings and now sit 114th out of 151 <p>Statistics published by the Department of Education yesterday (11 November) show:</p> <ul style="list-style-type: none"> • The overall absence rate across state-funded primary and secondary schools has dropped 0.3% from 5.1% to 4.8%. Nationally the rate has increased 0.1% to 4.5% • The number of people who are, or may become persistent absentees has dropped -0.7% to 4.5%. Nationally there was a smaller decrease of 0.2% to 3.9%. • There has been a small increase in 'illness' related absence, up 3%. Nationally that increase was 7% <p>Schools and academies in partnership with the council has been cracking down on pupil absence and these figures show that the consistent focus on this is really working. Schools and academies are doing more to celebrate good attendance and offer more attendance incentives to pupils.</p> <p>Last year pupils with the best attendance were given prizes at a special Lord Mayor's Attendance Awards at the Council House. Nottingham City Council also joined forces with Capital FM to run an award winning campaign with secondary students to help improve attendance rates. The class from each school with the best attendance record got the chance to go to a top secret gig and watch girl band Neon Jungle.</p> <p>Nottingham City Council – as part of its work with the Education Improvement Board –has been working with schools to focus on better attendance. A zero tolerance campaign on absence was launched in 2014, making it clear that the council will take legal action against the parents of pupils who are persistently absent.</p> <p>Cllr Webster added: "We've taken a tough approach, and it's working. We've cracked down on poor attendance and rewarded good attendance through the Lord Mayor's Attendance Awards – as well as trying innovative campaigns such as the Get the Gig competition. But our message remains clear: we expect children who are registered with a school to be in school."</p> <p>Fines of £60 per parent per child are issued through the courts for unauthorised absence. If this is not paid in 21 days, the fine doubles to £120 per parent, per child. If the fine is still unpaid, courts can impose tougher fines (with court costs) of up to £2,500 – and even have the power to issue prison sentences.</p> <p>Parents can help their child's attendance at school by:</p> <ul style="list-style-type: none"> • Making sure their child gets to school on time • Not booking holidays during term time • Contacting the school the first day a child is off sick.

	<p><u>Get In:involved attendance campaign</u> Nottingham City Council's Get In:involved campaign has now won three national awards, the latest being the Platinum award in the Local Government Communication Awards.</p> <p>The Get In:involved campaign has also picked up top prizes at the Municipal Journal Awards in June and the Media Week Awards in October.</p> <p>The campaign, which ran over the Autumn 2014 term in secondary schools in the City with Capital FM, added an additional 5,661 school days and saw attendance increase by an average of 2%.</p> <p>The Get In:involved campaign invited classes with the best overall attendance from six schools to watch a special VIP performance by pop group Neon Jungle at the Glee Club in Nottingham on 15 January. Fronted by Neon Jungle and Capital FM Breakfast Show presenters Dino and Pete, the campaign urged pupils to 'Get In:involved to Get the Gig'. It included presentations in the schools, a special video, website and radio adverts, as well as launch assemblies for pupils with Dino and Pete.</p> <p>Whole classes were encouraged to work together to improve their collective attendance.</p> <p>The campaign is running again over the Autumn 2015 term with nine secondary schools in the City, who are competing for a place at a concert with Professor Green</p>											
8	<p>Establishing a GCSE recovery plan designed to address individual school / academy targets-challenged and supported by our dedicated secondary school advisers.</p> <table border="1" data-bbox="172 913 1501 958"> <thead> <tr> <th>Risk assessment</th> <th>Current position</th> <th>Outcomes 2015</th> <th>EIB targets agreed for 2016</th> <th>EIB progress boards</th> <th>RSC</th> <th>Use of LA days</th> <th>Improvement plan strategies</th> <th>Advanced skills teacher</th> <th>Monitoring</th> <th>Notes</th> </tr> </thead> </table>	Risk assessment	Current position	Outcomes 2015	EIB targets agreed for 2016	EIB progress boards	RSC	Use of LA days	Improvement plan strategies	Advanced skills teacher	Monitoring	Notes
Risk assessment	Current position	Outcomes 2015	EIB targets agreed for 2016	EIB progress boards	RSC	Use of LA days	Improvement plan strategies	Advanced skills teacher	Monitoring	Notes		
9	<p>Establish clear policies for school improvement in partnership with TSA's and MAT's to include;</p> <ul style="list-style-type: none"> • The NCC Education Improvement Strategy • Schools Causing Concern protocols • School Improvement Service core offer and partnership protocols • EIB consultation paper 											
10	<p>Secure cultural change by promoting partnership working through;</p> <ul style="list-style-type: none"> • the EIB • TSA's • MAT's • NLT and other key partners. <p>Meetings with all TSA's and other key partners around the development of the 'Strategic Alliance/EIB'. The EIB action plans have secured commitment from Transform TSA, Lead TSA, NLT, LA, as well as our two local maths hubs. This element of our work is very encouraging and action plans are in place to develop transition, recruitment and mathematics EYFS to KS4.</p>											
11	<p>Improve communication channels by establishing;</p> <ul style="list-style-type: none"> • the director's briefing and newsletter for all Headteachers • termly primary and Secondary Head Teacher briefings • further refining the schools website 											

2. RISKS

(Risk to the CYPP, risk involved in undertaking the activity and risk involved in not undertaking the activity)

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 2015 and strategies to raise attainment and accelerate progress, the content of which raises no legal implications at this time.

5. CLIENT GROUP

(Groups

of children, young people or carers who are being discussed in the report)

All children aged under 18 years.

6. IMPACT ON EQUALITIES ISSUES

(A

brief description on how many minority groups are being engaged in the proposal and how their needs are being met: This section includes traveller and refugee families. The themes of the Shadow Boards – children and young people; parents and carers; equalities issues and the voluntary and community sector should be considered here.

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

7. OUTCOMES AND PRIORITIES AFFECTED

(Briefly

state which of the CYPP priorities will be addressed)

Improving Educational Attainment for Children and Young People

8. CONTACT DETAILS

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