

Title of paper:	CYPP Priority: Supporting achievement and academic attainment.	
Report to:	Children's Partnership Board Meeting	
Date:	21 st November 2016	
Relevant Director:	Joint Director's of Education	Wards affected: All city wards
Contact Officer(s) and contact details:	P A Fielding / S A Fielding, Joint Directors of Education Patandsarah.fielding@nottinghamcity.gov.uk	
Other officers who have provided input:	David Anstead, Daniel Sturock, Phillip Burton, Steve Thorne	
Relevant Children and Young People's Plan (CYPP) priority or priorities:		
Safeguarding and supporting children and families: Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.		
Promoting the health and wellbeing of babies, children and young people: From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.		
Supporting achievement and academic attainment: All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.		X
Empowering families to be strong and achieve economic wellbeing: More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.		
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. An analysis of outcomes for 2016 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 2016 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)

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.

Pupil Outcomes 2016 – Early Years Foundation Stage

EYFS – Good Level of Development (GLD)

- Nottingham : 63.5% (↑ 5.5%).
- England 2016 : 69.3% (↑ 3.0%).
- Gap : -5.8% (gap reduced by 2.5%).
- In 2015, Nottingham was 142nd out of 151 LAs - In 2016, Nottingham **could be** 136th.

EYFS - Pleased with outcomes.

- GLD is a performance measure which considers attainment across different prime and specific areas of learning and development. This includes personal, social and emotional, physical development and Communication and Language as well as Maths and Literacy. Within these areas there are 17 early learning goals. All children are assessed to be either emerging, expected or exceeding. In order to achieve a GLD a child needs to be assessed as at expected levels across all 17 areas.
- Nottingham remains below the national average (NA) at the end of EYFS.

HOWEVER Ranking should improve

- sustained improvement over the past 3 years- this year 5.5% +. The gap between Nottingham and NA has continued to narrow and stands at 5.8%.

Phonics – Year 1 ‘Working At’

- Nottingham - 74.9% (↑ 5.4%).
- England - 80.6% (↑ 3.8%).
- Gap: -5.7% (gap reduced by 1.6%).
- In 2015, Nottingham was 150th out of 150 LAs / In 2016, Nottingham **could move** to 142nd.

Phonics screening takes place at the end of Year 1 when children are 6. There are 40 words for pupils to read- both real and pseudo. 32 is the pass mark- children are working at the expected level if they achieve 32 marks or above.

- Push with phonics following last year’s outcomes- providing tools and training- essentials for reading
- Produced action plan which was presented to the DfE
- Starting to reap rewards - Improvement of 5.4% this year to 75%. Faster improvement than seen nationally. Gap between us and national has reduced by 1.6%. Hopeful that the ranking will have improved from bottom to about 142nd of 150
- PROGRESS- Not directly comparable BUT Pupils make good progress between end of EYFS and end of Y1 if we compare the proportion of this cohort achieving age related levels of development at the end of EYFS (58%) to the proportion now achieving age related (75%). This is 2.5% faster than the national conversion rate.

Pupil Outcomes 2016 – Key Stage 1

Reading EXS+

- Nottingham : 66.5%
- England : 74.0%
- Gap: -7.5% (was -6.2%).
- In 2015, Nottingham was 147th out of 150 LAs – In 2016, Nottingham **could be** 149th.

Writing EXS+

- Nottingham : 58.2%
- England : 65.5%
- Gap: -7.3% (was -8.6%).
- In 2015, Nottingham was 150th out of 150 LAs – In 2016, Nottingham **could be** 145th.

Maths EXS+ (compared with 2015 Level 2b+)

- Nottingham : 67.9%
- England : 72.6%
- Gap: -4.7% (was -5.5%).
- In 2015, Nottingham was 145th out of 150 LAs – In 2016, Nottingham **could be** 137th.

KEY STAGE 1

- Key Stage 1 assessment and Key Stage 2 have completely changed this year and are not directly comparable to previous years.
- For our purposes we have made a comparison between the gap between national averages and Nottingham City.
- **In reading** 66.5% of pupils achieved the expected standard. Nationally this was 74%. The gap is 7.5% which is 1.3% larger than last year. This will need to be a focus for the coming year. No Literacy adviser
- **In writing** 58.2% of pupils achieved the expected standard. Nationally this was 65.5%. The gap is 7.3% which is 1.3% narrower than last year. We are hoping that our ranking will improve.
- **In maths** 67.9% of pupils achieved the expected standard. Nationally this was 72.6%. The gap is 4.7% which is 0.8% narrower than last year. We are hoping that our ranking will improve. Attainment in Maths is strongest. Initiatives and targeted interventions through the EIB/ LA Primary Team have begun to have an impact on pupil outcomes.

Pupil Outcomes 2016 – Key Stage 2

RWM EXS (compared with 2015 Level 4b+)

- Nottingham 2016: 50%
- England 2016: 54%
- Gap: -4% (was -5%).
- Change in gap: +1%
- Nottingham's rank: Joint 119th/152 (was 141st) / Change in rank: up 22 places.

GPS EXS (compared with 2015 Level 4b+)

- Nottingham : 70%
- England : 73%
- Gap: -3% (was -3.9%).
- Nottingham's rank: Joint 111th/152 (was 119th) / Change in rank: up 8 places.

RWM

Combined measures are very encouraging.

- Nottingham has moved closer to national averages
- The gap has reduced significantly between us and NA (-4)
- The ranking again should improve this year by +22 places to 119

In **GPS**- gap has reduced also between us and NA ranking 111th

Reading EXS (compared with 2015 Level 4b+)

- Nottingham : 61%
- England : 66%
- Gap: -5% (was -6.5%).
- Nottingham's rank: Joint 132nd/152 (was 143rd) / Change in rank: up 11 places.

Writing EXS+ (compared with 2015 Level 4+)

- Nottingham : 72%
- England : 74%
- Gap: -2% (was -4.6%).
- Nottingham's rank: Joint 114th/152 (was 148st) / Change in rank: up 34 places.

Maths EXS (compared with 2015 Level 4b+)

- Nottingham : 70%
- England : 70%
- Gap: 0% (was -3.0%).
- Nottingham's rank: Joint 75th/152 (was 108th) / Change in rank: up 33 places.

Again end of KS2 tests have changed radically and are not directly comparable to last year. Tests are much more challenging which you will have read in the press- this is very contentious.

- In each of the individual subjects we also see significant improvement.
- **Reading-** the gap has reduced between us and the NA The ranking should improve this year +11 places to 129th
- **Writing-** the gap has reduced between us and the NA- ranking should improve this year to 114th +34 places
- **Maths-** In Maths the gap has also reduced between us and the NA ranking should improve to 75th +33 places. Performance is strongest in maths where figures are at the NA.

Pupil Outcomes 2016 – Key Stage 4

Progress 8

- 9 schools have recorded an improved Progress 8 score compared to 2015.
- Based upon Progress 8 scores and confidence intervals, two schools have recorded scores which are (statistically) significantly higher than the national average.
- The LA's figure for Progress 8 is -0.35. This is 146th out of 152 LAs.

Attainment 8

- The LA's figure for Attainment 8 has increased from 41.5 in 2015 (nationally 47.4) to 44.6 in 2016 (↑ 3.1) (nationally 48.2).
- Nottingham has gone up 1 rank from 149th to 148th.

The Basics

- The LA's figure for the basics measure has increased from 45.5% in 2015 (nationally 55.8%) to 49.6% in 2016(↑ 4.1%) (nationally 58.7%).
- 9 schools have recorded year-on-year increases on the Basics measure.

Performance Measures have changed this year and include key measures- progress 8 and the basics- (GCSE in English and Maths - These are very new and subject to ratification and change.

Progress 8

- 13/14 schools reported Progress 8 scores for 2015/16
- 9 of them have recorded an improved score compared to 2014/15.
- Based upon Progress 8 scores and confidence intervals two schools have recorded scores which are (statistically) significantly higher than the national average:

Basics

- The LA's estimated figure for the Basics measure (Proportion of pupils achieving A*-C in English and maths) has increased from 45.5% in 2014/15 to 49.6% in 2015/16.
- The national figure for all schools in 2015/16 was 58.7% and for state-funded schools only it was 62.8%.
- Of the 14 schools who have provided data on the Basics measure 9 have recorded year-on-year increases

Please note that to estimate the 2016 LA figure 2014/15 data was used for those schools without data for this year.

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 schools. The good progress Ofsted inspections are currently reporting our pupils are making will, in time, lead to better attainment

Children educated in good schools - Percentage of children in schools judged good or better is currently 82% which is a 20% improvement from the baseline figure.

Attendance - The percentage of absence in primary schools is now 4.1% which exceeds the target of 4.4%

The percentage of absence in secondary schools at 5.3% currently exceeds the target of 6.4%

Nursery Provision - 60.5% of eligible two year olds are accessing free nursery provision which exceeds the target of 58%.

Breakfast Clubs - 98.6% (74/75) of primary schools have breakfast club provision.

Governance - 186 governors joined the academy at student level (attended minimum one training session = 2 or 3 units) 7 LA governors are student level. There are 7 members (completed 10 Units of training including induction modules 1 and 2) and 1 LA governor is member level. Those 7 members are 2 units away from becoming associates – this includes attending safeguarding training (1 unit = 1 hour of training)

Sheriff's awards - The focus is on pupils completing a 'Daily Mile' and support materials for schools have been circulated. Schools have begun to implement the Challenge from September 2016 onwards. An on-line recording mechanism for schools has been developed. 45% of schools have signed up to Opportunity Notts

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.

1	<p>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></p> <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 some academies. The offer is both universal and proportionate in the case of maintained schools.• Knowing, challenging and supporting our schools/academies through detailed risk assessment processes to include Schools Causing Concern meetings and reviews
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	<ul style="list-style-type: none"> Continuing to develop dedicated projects / tools to support schools and to raise achievement. Developing partnerships with Ofsted, Department for Education and our Regional Schools Commissioner to implement our role as champions for Children and Families. School Improvement Traded Services.
2	<p>Improving Teaching and Learning by:</p> <ul style="list-style-type: none"> 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 Governance Academy (designed to enhance existing skills sets, provide appropriate accreditation, develop and extend existing training opportunities.) Operating 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) 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 provided a range of focused training opportunities;</p> <ol style="list-style-type: none"> incorporating phonics as a key agenda item in Schools Causing Concern meetings engaging with Teaching School Alliances (TSA's) to research, trial and implement preferred teaching models to include high impact phonics programmes. 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 focus the work of our Education Improvement Board on transition, recruitment and mathematics
6	<p><i>Signposting where schools can access appropriate support.</i></p> <p>The LA offers / sign post 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 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.</p>

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.

The biggest drop is in unauthorised absence, which is down 17%.

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;

- 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

Statistics published by the Department of Education yesterday (11 November) show:

- 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%

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 also doing more to celebrate good attendance and offer more attendance incentives to pupils.

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.

Nottingham City Council – as part of its work with the Education Improvement Board –has been working with schools to focus on 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.

8 Established a GCSE recovery plan designed to address individual school / academy targets-challenged and supported by our dedicated secondary school advisers.

Risk assessment	Current position	Outcomes 2016	EIB targets agreed for 2017	EIB targets agreed for 2018	Reliability of predictions	EIB improvement strategies
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9 Established and clear policies for school improvement in partnership with TSA's and MAT's include;

- The NCC Education Improvement Strategy
- Schools Causing Concern protocols
- School Improvement Service core offer and partnership protocols
- EIB consultation paper

10 Secure cultural change by promoting partnership working through;

- the EIB
- TSA's
- MAT's
- NLT and other key partners.

Meetings with all TSA's and other key partners around the development of the 'Strategic Alliance/EIB'. This element of our work is very encouraging and action plans are in place to develop transition, recruitment and mathematics EYFS to KS4.

11 Improved communication channels-

By continuing to provide;

- the director's briefing and newsletter for all Headteachers
- termly primary and Secondary Head Teacher briefings

By establishing;

- a refreshed schools website
- a maths SCENE publication
- an EIB update to all schools and academies
- further refining performance data available to schools and academies via the DAISI team
- establishing a DSL / ADSL network

2. RISKS

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

Key risks are 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.

4. LEGAL IMPLICATIONS

This report provides an update on pupil outcomes for 2016 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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