



Nottingham City Council **Education Improvement Strategy**

September 2014 – August 2017

**'Every Nottingham City child educated
in a good or outstanding school'**



**Nottingham
City Council**



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and Portfolio Holder for Strategic Regeneration and Schools

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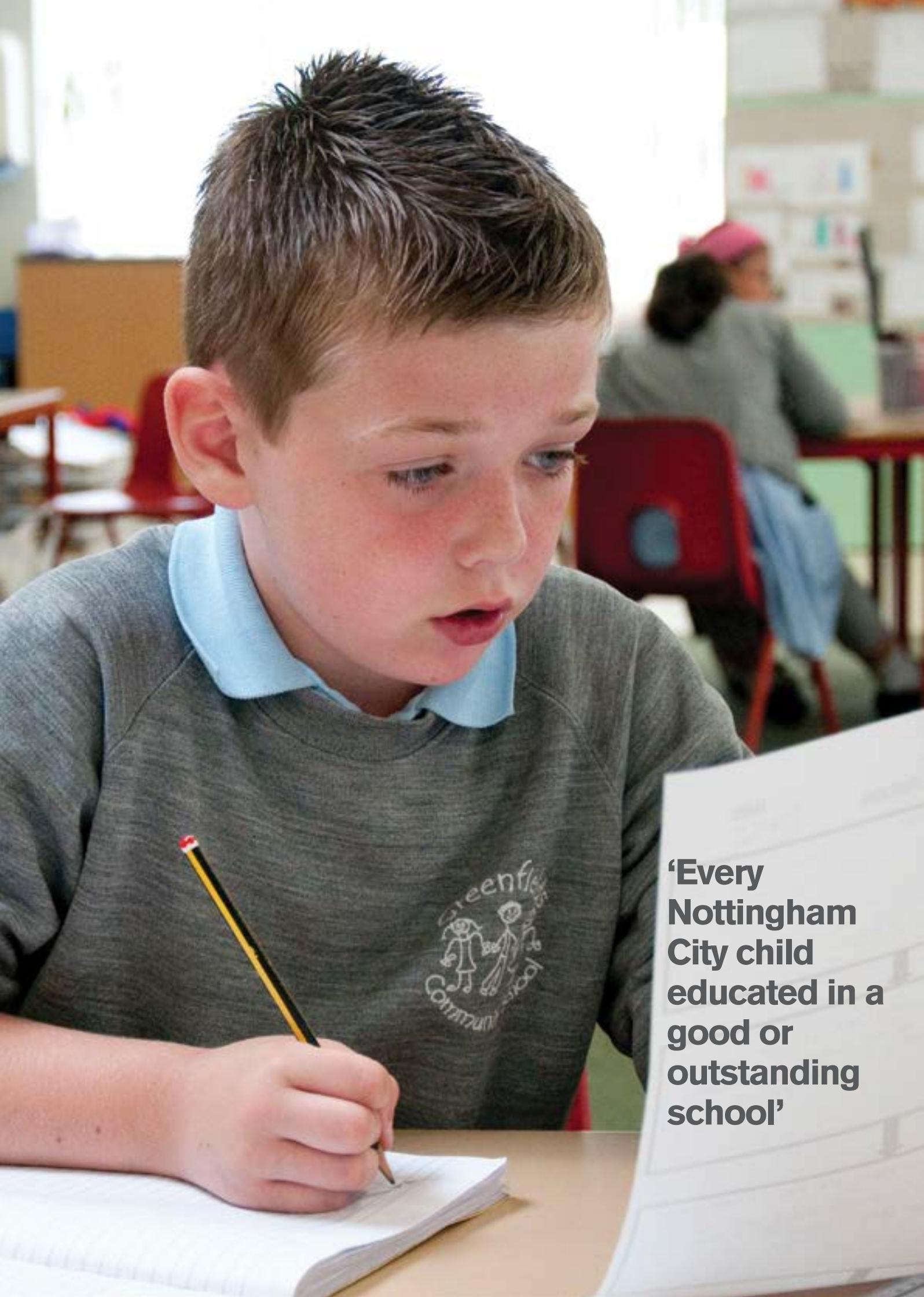
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**‘Every
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Foreword

Raising ambition and attainment in Nottingham City is one of the most important challenges we face and one of this Council's top priorities. I passionately believe that a good education is the best route to improving the lives of our citizens. That is why I want every child that lives in the City to be educated in a good or outstanding school.

The Council's role is to act as the champion for children, young people and their parent/carers. We play a key strategic and City-wide leadership role which includes monitoring the progress of each school, challenging where outcomes for our children are not good enough and ensuring that the right support is put in place to see swift improvements are made.

We will use our community leadership role to tackle and break down some of the barriers to learning. Nottingham City Council will strive to add value to the work of our schools and other education settings. We know that some of our communities and families face real challenges including high levels of deprivation, inter-generational worklessness and are feeling the impact of welfare reform. In the face of these challenges we will do everything we can to help our children and young people achieve their full potential and learn the skills to progress and become valued members of our community.

Councillor Jon Collins

Leader and Portfolio Holder for Strategic Regeneration and Schools



We will do everything we can to help our children and young people achieve their full potential and learn the skills to progress and become valued members of our community

Introduction

This Strategy sets out Nottingham City Council's strategic vision for education in the City and our key priorities for the school years 2014 – 2017. We share the vision and priorities with partners through Nottingham's Education Improvement Board (EIB) and will work through the EIB to develop detailed partnership action plans against priority areas.

We also wanted our Education Improvement Strategy to specifically outline Nottingham City Council's contribution to these shared priorities, what we plan to deliver in 2014-15 and how we will measure success.

We want all Nottingham City children to be educated in a school which is judged by Ofsted to be good or outstanding.

Nottingham City Council retains a number of statutory duties and is viewed by Ofsted as accountable for ensuring that outcomes for all children and young people are positive; whatever type of school they attend, inside or outside of the City boundary. Whilst individual schools are responsible for their own improvement the Council still plays a key strategic role, providing system-wide leadership. This role is particularly important in a context where:

- The percentage of children under 16 living in poverty (i.e. living in households where no one is working) stands at over 35% and equates to over 19,500 children.
- Over 27% of pupils (including those in academies) have English as an additional language.
- Over 21% of pupils (including those in academies) have a level of Special Educational Needs.

We have made significant strides forward in terms of improving attainment in the City. We are proud that the majority of our Primary schools are judged by Ofsted to be good or better. However, we started from a low base and levels of attainment for our young people, at all Key Stages, are still not in line with their peers nationally. The City Council and schools are determined we can do better.

Our ambition for education is fundamental to the economic and cultural growth of the City. Nottingham is a flourishing European city with a long standing heritage and a bright future. Our children and young people deserve the best education and every encouragement to make the most of the opportunities the City offers. The City Council is committed to ensuring that every one of its young people is equipped to make a future for themselves, enjoy and contribute positively to the City and their communities.



We will work with schools and academies, colleges and businesses to ensure that our young people leave education with the right skills and attitudes to be successful in the world of work

Links to other plans

The success of the Education Improvement Strategy is vital to the delivery of a number of other City-wide strategies. It will contribute to the delivery of Nottingham's long term vision and priorities outlined in The **Nottingham Plan to 2020** which seeks to raise aspirations within our communities. We want our young people to thrive, achieve and access jobs in our local economy.

The **Children and Young People's Plan**, agreed by the Children's Partnership Board, identifies attainment, engagement in education, employment and training and attendance as key priorities.

Education, learning and skills are critical to the delivery of **Nottingham City's Growth Plan**. We know that worklessness is a significant issue for families in the City and youth unemployment is a key area for action. We will work with schools and academies, colleges and businesses to ensure that our young people leave education with the right skills and attitudes to be successful in the world of work. We will encourage business representatives to play a more active role on school governing bodies. We will seek to ensure that young people learn the right skills to meet the new demands of emerging industries. We will continue to value the importance of universal careers advice and guidance for our young people.

Nottingham schools are also central to the effective delivery of our **Family Support Strategy and Pathway**. Schools are one of our main universal providers. It is important that we all work together to support families and safeguard our most vulnerable children and young people.

All of these plans and strategies are available via the Nottingham City Council website – **www.nottinghamcity.gov.uk**.

Our duties as a Council

We want to strengthen our partnership with all schools and education settings across the city so that, together with parents, we can all improve the opportunities and life chances of children and young people. We recognise and celebrate the diversity of the provision, nevertheless it is important to recognise the City Council has statutory and legal duties. These duties are delivered by statutory roles within the Council which include the Director of Children's Services (DCS) which is one of the responsibilities of our Corporate Director for Children and Adults post, along with the Leader of the Council and the Lead Member for Children's Services. The extract below indicates the breadth of their role and responsibility for the outcomes of children in Nottingham City.

“The DCS and LMCS are appointed for the purposes of discharging the education and children’s social services functions of the local authority. The functions for which they are responsible are set out in section 18(2) of the Children Act 2004. This includes (but is not limited to) responsibility for children and young people receiving education or children’s social care services in their area and all children looked after by the local authority or in custody (regardless of where they are placed)”. (Statutory guidance on the roles and responsibilities of the Director of Children’s Services and the Lead Member for Children’s Services, Department for Education, April 2013)

In particular, regarding education they are responsible for ensuring fair access to services and for promoting education excellence for all children educated in the City, being ambitious in tackling underperformance.

A full list of **local authorities’ statutory duties** that relate to education and children and young people is available from the Department for Education.

Recent statutory guidance ‘Schools causing concern: Statutory guidance for local authorities’, issued by the Department for Education in May 2014 confirms the role of the local authority in championing educational excellence in maintained schools. It states that local authorities should:

Our duties as a Council

- 1 Understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention.
- 2 Take swift and effective action when failure occurs in a maintained school, using Warning Notices and Interim Executive Boards (IEBs) whenever necessary to get leadership and standards back up to at least “good”.
- 3 Intervene early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least “good”.
- 4 Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools.
- 5 Build strong working relationships with education leaders in their area and encourage high calibre school leaders to support and challenge others.
- 6 Delegate funding to the frontline, so that as much as possible reaches pupils
- 7 Enable maintained schools to purchase from a diverse market of excellent providers.
- 8 Signpost where schools can access appropriate support.
- 9 Secure strong leadership and governance for maintained schools that are not providing a good enough education, by identifying and support successful sponsors.
- 10 Seek to work constructively with academies and alert the Department for Education when they have concerns about standards or leadership in an academy.

Whilst many of the points above relate specifically to maintained schools our ambition is to work in this way with all education providers because it is in the best interests of children and young people. Whilst we have limited statutory powers we will seek to work collaboratively, through our Teaching School Alliances and pre-existing partnerships, to enable information sharing, school to school challenge and support.

**The Council's
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Our priorities for the school year 2014/15

Nottingham City Council wants to work collaboratively with schools offering support and challenge as each strives to be judged by Ofsted as good or outstanding. Our priorities for this year are largely driven by the Ofsted 'Framework for School Inspection'. (April 2014)

We will be working with schools to:

- Improve the quality of teaching and learning
- Improve the quality of leadership, management and governance
- Monitor the attainment and progress of pupils

We support efforts by schools to:

- Improve the behaviour, safety and attendance of pupils

We will also:

- Put in place strategies to help recruit high quality teaching staff to the City
- Ensure that we mobilise all City Council services and other statutory partners to remove barriers to learning.



**Our ambition
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cultural growth in
the City**

How we will work in partnership

Nottingham has a strong history of working in partnership. We value the experience and expertise in our City and we need to progress this work in partnership with individual schools and academies, existing partnerships like the Nottingham Learning Trust and Nottingham City Secondary Education Partnership, Multi Academy Trusts or Teaching School Alliances. We will also draw on national expertise through the National College for Teaching and Leadership, Ofsted and local and national system leaders. It is more important than ever that we build on our collective resources to secure sustainable and effective partnerships between the City Council and education settings. To coordinate and drive this partnership we have established the Nottingham City Education Improvement Board (EIB) which will bring together education partners, underneath an Independent Chair, to deliver strong partnership actions plans on six priority areas, which align to the priorities in this Strategy. Each priority area will have an established Sub-Group of the EIB with a school-based sponsor for the work, as well as a named local authority lead. The sub-groups will be:

- 1 Leadership and Management
- 2 Governance
- 3 Recruitment
- 4 Attainment and Progress
- 5 Quality of Teaching & Learning
- 6 Behaviour and Attendance including safety

Partnerships between schools are strong and we know that school-to-school support can really help to raise educational standards. Our Education Improvement Partnership (EIP) model has developed over time to provide a strong cluster arrangement for schools in Nottingham, which strengthens communication, collaboration, pooling of resources and sharing of expertise.

During the school year 2014/15 we will continue to work with partners, where they have a role in driving school improvement; to monitor the progress being made in all schools and academies; challenge where necessary and support schools to put in place strong, resourced plans to deliver swift improvement.

Where there are concerns about the outcomes being delivered by schools for children and young people we will be inviting the Head teacher and Chair of Governors to attend a meeting to discuss their improvement plans, support that can be offered or brokered by the City Council and to challenge where plans to improve outcomes for our young people do not seem robust.

Action Plan for school year 2014 - 2015

Priority Area	Action agreed
Quality of teaching and learning	<ol style="list-style-type: none"> 1) Clarify Nottingham City Council's Core School Improvement Offer, ensuring that schools are aware of what local authority support is available to them. 2) Review the resource and capacity available within Nottingham City Council to deliver the core school improvement offer. 3) Identify support available from partners to enable Nottingham City Council to effectively broker and sign-post schools to programmes of school improvement activity.
Quality of leadership, management and governance	<ol style="list-style-type: none"> 1) Externally review the current Governor training offer to ensure it reflects best practice. 2) Establish a City Governance Academy, offering an accredited training programme for City Governors. 3) Continue programme of Governance reviews where leadership and governance is identified as an area of weakness. 4) Work with business leaders to recruit 50 additional, high quality school Governors.
Attainment and progress of pupils	<ol style="list-style-type: none"> 1) Develop an information sharing protocol with schools and academies to enable live data sharing on key measures. 2) Establish a clear intervention policy which describes how we will use data and intelligence to inform an early intervention approach to supporting schools which are causing concern. 3) Consider City-wide performance information to identify cohorts of children or common issues where City-wide action would deliver improvements for pupils, schools and for the City.
Behaviour, safety and attendance of pupils	<ol style="list-style-type: none"> 1) Contribute to a programme of Behaviour Reviews in Secondary schools judged to be require special measures or have serious weaknesses. 2) Deliver the City-wide attendance campaign. 3) Introduce 'check and challenge' for Council colleagues and partners when they see children out of school. 4) Work with the Nottingham City Secondary Education Partnership to develop a vision for secondary alternative provision in the City.

Action Plan for school year 2014 - 2015

Priority Area	Action agreed
Recruit high quality teaching staff to the City	<ol style="list-style-type: none"> 1) Work with Nottingham’s teaching schools and other partners to put together a package of incentives, training and leadership experience in successful and struggling urban schools to attract graduates to the City. 2) Lead on the delivery of a City-wide Newly Qualified Teacher (NQT) recruitment event in Nottingham. 3) Work with Teach First to bring young and talented graduates to the City's schools where they are needed most. 4) Lead on the delivery of a recruitment event in London to encourage experienced subject specialists and middle leaders to teach in Nottingham schools.
Mobilise all City Council services and other statutory partners to remove barriers to learning.	<ol style="list-style-type: none"> 1) Review admissions processes to ensure that children, whatever their background, have an equal chance of attending a good school. 2) Re-design processes and lead a communications campaign to ensure that parents register for Free School Meals. 3) Focus Priority Families activity around schools that are judged to require special measures or have serious weaknesses. 4) Strengthen the Virtual School to support designated teachers to deliver improved outcomes for children in care, making best use of the Pupil Premium.

Key Performance Measures

Measure	Baseline (year)	Statistical Neighbour* Group Average	Benchmarking LA Rank (of 11)	2014/15 Target**
% of pupils in good or outstanding schools (Primary)	75% (Summer 2014)	Not Available	Not Available	75%
% of pupils in good or outstanding schools (Secondary)	56% (Summer 2014)	Not Available	Not Available	70%
% of schools that are good or outstanding	71% (Summer 2014)	78% (Ofsted June 14)	10th (Ofsted June 2014)	75%
EYFSP GLD in Prime, Literacy and Mathematics areas	47% (Prov. 2014)	48% (SFR 2013)	11th (SFR 2013)	Increase
Key Stage 1 L2+ Reading Writing and Mathematics (R, W & M)	R 84%, W 79%, M 87% (Pro. SFR 2014)	88% 93% 90% (Pro. SFR 2014)	11th 11th 11th (Pro. SFR 2014)	R 85% W 81% M 88%
Key Stage 2 L4+ Reading Writing and Mathematics	73% (Pro. SFR 2014)	76% (Pro. SFR 2014)	11th (Pro. SFR 2014)	76%
Key Stage 2 L4+ RWM FSM Attainment	63% (Prov. 2014)	60% (SFR 2013)	5th (SFR 2013)	65%
Key Stage 2 making the expected progress in R, W & M	Combined 83% (Prov. 2014) R90% W92% M90% (Pro. SFR 2014)	90% 93% 90% (Pro. SFR 2014)	6th 8th 4th (Pro. SFR 2014)	85%
Key Stage 2 exceeding expected progress in R, W & M	11% (Prov. 2014)	Not Available	Not Available	12%
GCSE (Key Stage 4) 5+ A*-C (inc. English and Maths)	43.3% (Prov. 2014 Nat. Avg 52.6%)	49.6% (Pro. SFR 2014)	11th (Pro. SFR 2014)	48.9%
GCSE (Key Stage 4) 5+ A*-C (inc. English and Maths) Gap to National	9.3% (Prov. 2014)	3% (Pro. SFR 2014)	11th (Pro. SFR 2014)	Close

Key Performance Measures

Measure	Baseline (year)	Statistical Neighbour* Group Average	Benchmarking LA Rank (of 11)	2014/15 Target**
GCSE (Key Stage 4) 5+ A*-C (inc. English and Maths) FSM Attainment	27% (Prov. 2014)	37% (SFR 2013)	9th (SFR 2013)	36%
Key Stage 4 making the expected progress in English and Mathematics (E & M)	E 63.7% M 55.9% (Pro. SFR 2014)	70% 61.6% (Pro. SFR 2014)	10th 10th (Pro. SFR 2014)	70% 65%
% Schools Above 95% Overall Attendance Target (Primary)	38% (Autumn/Spring 2013-14)	77% (SFR Autumn 2013)	7th (SFR Autumn 2013)	60%
% Schools Below 5% Persistent Absence (Primary)	62% (Autumn/Spring 2013-14)	56% (SFR Autumn 2013)	4th (SFR Autumn 2013)	75%
% Schools Above 94% Overall Attendance Target (Secondary)	43% (Autumn/Spring 2013-14)	76% (SFR Autumn 2013)	11th (SFR Autumn 2013)	60%
% Schools Below 6% Persistent Absence (Secondary)	64% (Autumn/Spring 2013-14)	40% (SFR Autumn 2013)	10th (SFR Autumn 2013)	75%
Permanent Exclusions (Primary)	21 (2013-14)	Not Available	Not Available	13
Permanent Exclusions (Secondary)	74 (2013/14)	Not Available	Not Available	45
Availability of School Places (Primary)	6% Surplus (2014/15 admission round)	9% (SFR 2013)	3rd (SFR 2013)	5% Surplus
Availability of School Places (Secondary)	15% Surplus (2014/15 admission round)	17% (SFR 2013)	3rd (SFR 2013)	5% Surplus
Nottingham's ranking compared to other Core Cities for the number of school leavers in employment, training or further education	Rank 1 (Dec 2013)	Not Available	Not Available	Maintain Rank 1

* The LAs Statistical neighbour group consists of: Manchester; Wolverhampton; Sandwell; City of Bristol; Southampton; Coventry; Birmingham; Salford; Derby and City of Kingston Upon Hull.

**Please note that all measures and targets will be reviewed in June 2015 to ensure that they align with national reporting and floor targets.



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