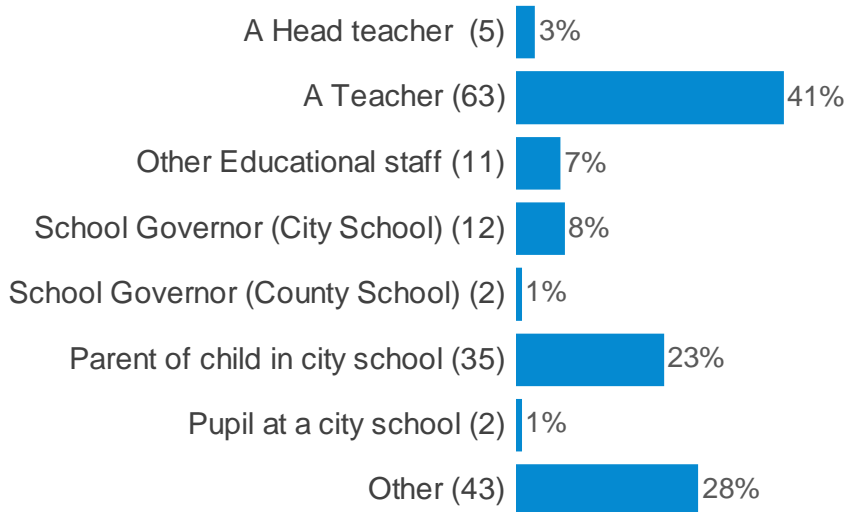


Education Improvement Board

This report was generated on 07/12/15. Overall 157 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes.

Are you responding as? TICK ALL THAT APPLY



Please state

- External provider
- A concerned citizen
- Local Authority adviser
- City Council Education Department Officer
- Professor of Education
- From Gedling
- Parent of a home-schooled child in Nottingham City
- data analyst
- A parent at a County School - I moved to County from the City - reason quality offer of education
- Former secondary school teacher in Nottingham (maths, science)
- a council tax payer
- member of public, parent (children now grown up)
- Ex Governor
- Parent of child in college
- retired teacher
- Someone who thinks education is key to developing a thriving city environment for all citizens.
- Ex pupil
- Grandparent
- Ex School Office Manager and ex parent of pupil in city school
- Parent of a City Child but decided to send to a County School.

Please state

Retired Head of Mathematics Department, later Director of Resources City Comprehensives

Data Analyst

Student (PhD related to education)

Resident with no children yet

Retired Primary (3 - 11) Head Teacher

Ex teacher

member of public

City parent disappointed with City schools - using a County school

LA Officer and spouse of support staff at an academy

Interested adult resident of Nottingham

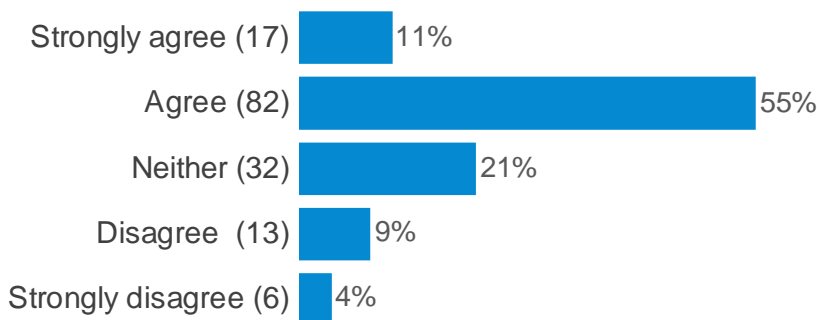
an ex pupil

Retired successful Nottingham City HeadteaCher

Former senior leader in Nottingham City, having left the profession but still working in education

A business owner who works with parents of teenagers

Do you agree / disagree with the overall vision of the Education Improvement Board



If you disagree / strongly disagree please tell us why

there should be more emphasis on creativity and focus on supporting children to be the best they can. With support for parents in areas of poverty so they can support their children. Why this focus on maths? Seems like the most bland suggestion you could ever make. Have you looked at the arguments around creativity on education or mindset? Do you think you could be a little more creative with your ideas. You inspire no confidence in me and I will be moving out of the city to give my child a decent education. All hot air and no substance.

Not enough emphasis on behaviour, discipline and respect for the authority of the teacher. Poor behaviour and classroom disruption are overwhelmingly the reasons teachers give for stress and exhaustion and are massive factors in decisions to leave the profession. Behaviour should be the no.1 priority and not languish somewhere below 'governance'.

Maths is currently a core skill but the expansion of computers into everyday life will decrease the importance of those skills. Resources are better focused in English and Computer Science, the most integral subject for securing future employment.

The vision is all very well but policy and action on the ground need to change. You aren't going to recruit or retain ANY quality staff when all the vacancies are agency work. Temporary/substitute teachers every day does not promote continuity or coherence of educational delivery

If you disagree / strongly disagree please tell us why

Lack of emphasis on improving the quality of teaching across and the systems/processes and funding needed to achieve this

Not sure the document spells out the vision although there are various references to it.

I don't trust your aims on teacher workload. There is no mention of going back to a rational and normal term/holiday structure as used nationally to allow children to learn and teachers to teach effectively through the year in six seven week blocks without stupid weeks (e.g. school term starting on a Friday or finishing on a Tuesday). Also to allow a long summer break of at least 6 weeks which seems to work really well at extremely successful private schools. So don't tell me about children 'forgetting' over the summer

I feel that the focus should be more on providing smaller secondary schools and a more flexible secondary education. The Secondary schools in Nottingham are terrible.

Recruitment and retention of teachers who are deemed effective and achieve outcomes for success.

As a teacher that clearly would like to see Nottingham education improve, I recognise that although it states workload will decrease I fear that with another intervention strategy comes lots of extra work put on to teachers.

I agree that teacher retention and workload need to be addressed, I think that literacy is just as important as - and possibly more important than - numeracy.

The statements are fine in themselves but not very SMART no number behind them e.g. what does bad or good Teacher retention and recruitment look like staff turn over of 50% 20% 85% ?? And for a 10 year plan just to have one subject area as a priority is surely wrong okay if it was maths and english but one on its own??

What is the Overall Vision? How will we know what progress is made?

Teacher retention yes Maths based no .. Science based yes

i think it is a little bit limiting, there are, for example, still some physical conditions in schools in the city which are unacceptable. These outdated buildings and cramped conditions are a distraction to learning and do nothing to promote good behaviour, which in turn affects learning and again in turn affects retention of teaching staff.

I agree with the three main aims but feel a fourth area for focus would be on adult literacy and maths levels. social and economic factors appear not to feature as highly as I feel they should.

Maths is a struggle for some children & the stress placed on children, parents and is immense at primary level. It is important of course, but why can't we accept that children learn at different rates with different strengths? I would like to see a review on stress levels, anxiety and depression at such a young age - it's criminal!

Don't agree with added exam pressure on 7 year olds. Learning should be fun not creating worry and anxiety !

This survey should have the overall vision on each subject visible when asking each question. Please redesign the questionnaire .

retention of existing teachers is not enough. there are at least 10% probably more- who are not up to the task and a liability to the school and particularly to the children who are short changed. Unless we take a disciplined approach to weeding out the 10-20% blockers (and of course more selective and demanding on who we recruit) we will never progress. It is better to have fewer high class teachers than continuing with people who are obviously not contributing but are a handicap. This can be done under control conditions over 10 years but we have to put in place the system now. I appreciate this is a no-go area but this is why we are in the current situation.

Would help if I had a clear idea of what the proposals are.

Needed to drive improvement

All the areas mentioned are important but without strong leadership and management my fear is this will be difficult to implement. My suggestion would be to add strong leadership and management to ensure the implementation at school level.

If you disagree / strongly disagree please tell us why

Although I agree with the vision I feel it is far too 'wordy'. I don't think I ever met or worked with one of these so-called 'super teachers' in my 35+ years teaching in the city. I was for a time Chair of the Nottingham branch of the Association of Mathematics Teachers (ATM). The best teachers are not the necessarily the most highly qualified for the years 11-16+ Personality does play a part, even more so is enthusiasm for the subject. The two most important factors in my opinion are i) Ensure those starting school with next to no attainment do not spend their primary years playing catch up ii) Make sure the bright children arriving from Primary School do not 'tread water' - forced to repeat what they already know and quickly become bored.

It is clear that this plan has been written without the consulting parents, teachers and local communities so that they can provide their vision of what education should be within the city. I myself am a former teacher with 5 years experience, and I left for a number of reasons, you need to talk to teachers to find out why we are leaving rather than making blanket assumptions about work load (although this is an issue) without offering solutions. This plan would not even remotely tempt me back into the classroom. The plan is also very narrow, it focuses upon STEM and vocational subjects, it does not encourage more experiential or creative forms of learning and it does not open up education to parents, children and teachers having real democratic opportunities to shape how their school educates.

With what authority has this Board been created? Does not this Board bypass the LEA? Funding? Sponsors? Too acquiescent, almost sycophantic in its acceptance of flawed government policy (Blairite and Govian.) STEM before the needs of young learners. Where are the creative / performing arts? Where is the condemnation of excessive testing? Where is the condemnation of League Tables and vilification of teachers? Where is the condemnation of forced (or even voluntary) academisation? Where is any evidence within the proposals of any concern about childhood being damaged by political ideology? Ideology based on nothing more than the needs of capitalism. And on and on and on...

I agree with the overall vision of the educational improvement aspect but not the way to reach this goal. Firstly I think the unions should be included and consulted at each step. Secondly I also think there should be more genuine global research in place to be able to find out how children actually learn and which teaching strategies are most useful to meet this aim. Looking at countries like Finland, Cuba, Nepal, China, Sweden, US etc picking out the most brilliant aspects of teaching and learning and build on ditto.....otherwise we will end up only walking around in circles and not achieving anything because the problem we have is HUGE.

Who would want a worse school system locally. The plan is predicated on collaboration and not competition between schools but how will this be achieved in reality when there are fundamental and distinct irreconcilable differences of the vision of education as a public service?

I disagree, because I do not think that the people in post, will be able to make a go of the project as if the project doesn't tackle the issue of non engaged parents/carers and the non-English population in Nottingham. I was brought up in Nottingham, went to a state school, then went to live and teach English in a foreign country and came back with two children and I have seen a huge change in the community and the diversity of the population of where I live. I have worked in a children's centre and have seen a lot of apathy within the British parents/carers in regards to the education of their children, as some are not able to read or write because of their lack of education themselves and they also believe they do not have to play their part in educating their children at home. It only takes ten minutes a day.. The foreign population have no clue about the process of education, because in their won country, their children don't have to go to school until they are six or seven years

If you disagree / strongly disagree please tell us why

I feel more emphasis should be put on to discipline at schools. Disruptive pupils, and the lack of powers by staff to deal with them, are the main cause of learning loss within secondaries. Parents should be told that disruption by their children will not be tolerated. Isolation as a punishment should mean that - and include staggered lunch and break times to provenet any contact with other pupils for a week for exmple. short sharp shock treatment does tend to work. Parents may take a bit more interest in their children if faced with the prospect of having to educate them themselves at home because no school wants their unruly child. I do agree with the maths side - no child should be allowed to leave primary school unable to recite their 1 to 12 "times tables". Barry Day never tolerated bad behaviour and look at his results. Nottingham Academy serves St Anns and Sneinton - these are not areas of high wealth or affluence yet children seem to thrive there.

more emphasis in needed on sport and physical activity

Recruitment in Nottingham City schools is a real problem - most of our staff are in their first 4 years of teaching, and the older teachers who have held management post have retired or will be retiring soon. The newly qualified teachers do not yet have the experience for management post and we have not been able to recruit from a wider field I think maths is a key issues - particularly the subject knowledge that is required to meet the new expectations. A local maths forum group would help to address this. Currently there are too many organisations trying to do the same job, it is difficult to know which courses or training to attend, and often they are duplicated which is a waste of time and money. It needs a one stop coordinated approach rather than being spread about from LA and teaching alliances

BUT I believe more needs to be included in the proposals to address negative/indifferent parental/social attitudes, in some parts of the City, towards learning/education AND to provide suitable/accessible environments when parental attitudes/home circumstances prevent or discourage children learning at home.

It's a 'lovely' vision but that's all it seems to be - a vision. There doesn't appear to be any cold hard actions which will make a difference!

Key aspects are cited with glaring omissions and oversights.

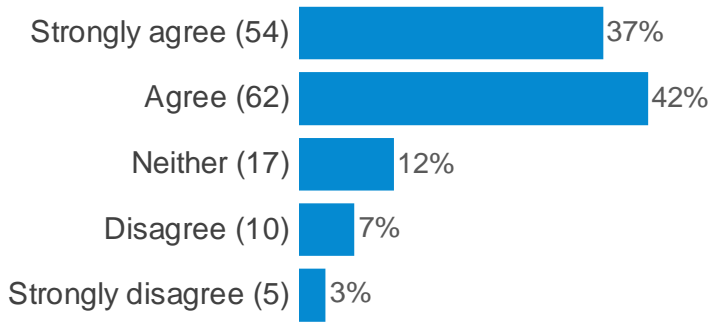
In my opinion the plans do not have the best interests of the children at heart and have no interest in the health and wellbeing of either those who work in education or the health and well being of the children.

The consultation Carrying out a survey online rather than holding public meetings in community venues (as the City Council has done for other consultations eg on the budget) runs the risk of excluding many residents, particularly those in social housing. It is estimated that nationally 8 million adults are offline and around 4 million of these live in social housing. A consultation of one month for a ten year education strategy is very short. The terminology used is very off-putting to non-education specialists eg "Changing the cultural imperatives that drive educational provision and achievement requires a system that is not risk averse and one where organisational self-interest is set aside to foster partnership working and collegiality." We would urge the local authority to carry out a proper consultation and look at how the London Borough of Islington consulted with local communities as part of its Fairness Commission as a model of best practice. The EIB We are concerned ab

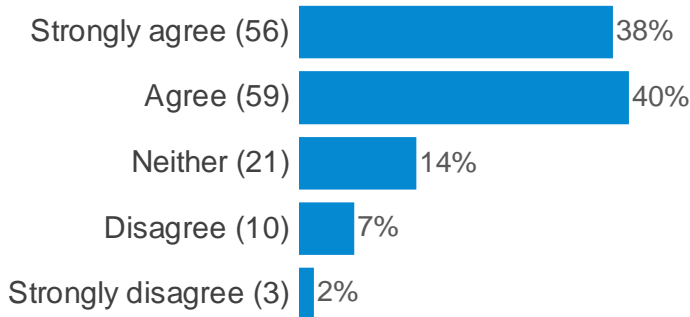
An ambition for world class schools should be framed within the context of understanding what that actually means. Measuring against all other UK schools as a frame of reference does not provide that, unless Nottingham believes top UK schools are world class. Education theorists, analysts and practitioners globally would resoundingly reject such an assertion. So the first and fundamental mistake in the vision is that it is not correctly measured against appropriate data now, and therefore sets targets that will not fulfil the stated ambition of this strategy.

Education Improvement Board

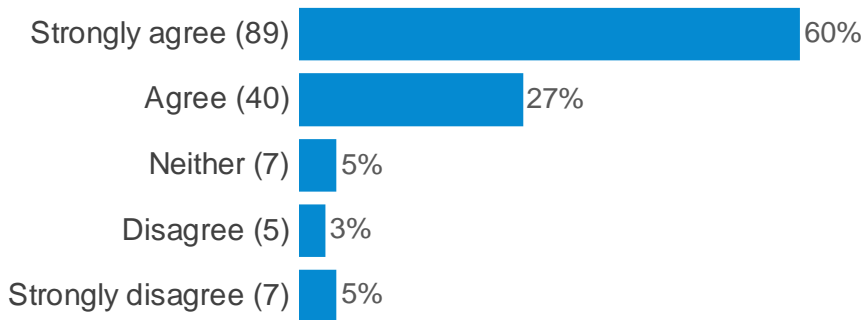
Do you agree / disagree with the first three priority areas (see page 9 to 13) set out by the Education Improvement Board? (Maths)



Do you agree / disagree with the first three priority areas (see page 9 to 13) set out by the Education Improvement Board? (Transition from Primary)



Do you agree / disagree with the first three priority areas (see page 9 to 13) set out by the Education Improvement Board? (Teacher Retention and Recruitment)



If you disagree / strongly disagree with any of the first three priority areas please tell us why

Working with teachers across Nottingham I see many overworked, undervalued, demotivated individuals who are given little support and even less thanks for the hours and time they work. As a guest within schools I have been shocked at how openly teachers will criticise their own school and hopeless they feel about the state of the situation they face on a daily basis. I think in some situations teachers are also under qualified and under skilled to deal with challenges of working in a modern inner city area with children from many different backgrounds and many different needs. Personally I feel the education system is in dire straights. It follows a model which has not radically changed for generations and which is no longer fit for purpose in the modern world. We have a system that is

If you disagree / strongly disagree with any of the first three priority areas please tell us why

Please see earlier section for my response. I have no idea how a focus on maths will have a impact on children from poor areas. Bland and poorly thought out solution. Ungraded.

Quality teachers ought be pursued at the expense of the other two, as inspiring teachers facilitate all other aspects of education.

Lack of emphasis on improving the quality of teaching across and the systems/processes and funding needed to achieve this

Without knowing what priorities 4+ are it is difficult to comment on this. I don't understand why maths is the first priority - I would have thought that reading and writing was a greater priority for the city. Whilst important, I don't understand why transition should be such a major focus. The fact that standards fall between primary and secondary does not necessarily mean that transition isn't good enough - it may be something more about teaching/learning/management in the secondary sector. We also lose large numbers of kids to county schools at this point.

I feel this should of been done many years ago, when the schools was failing.

Don't forget literacy

If you do not attract and retain the best staff, how can you achieve these aims? Issues in Nottingham that may affect Recruitment and retention are the Nottingham model holiday pattern which means teachers with family/children outside the Nottingham city area will have different holiday patterns, and workplace parking levies. Add to these the recent attacks on the city schools by OFSTED which will not help attract the best teachers.

As a teacher in secondary, I feel our primary schools do not do enough skill based learning and instead just teach to the level 2 SATS.

However there needs to be a focus on home learning. How do you support parents to engage with the education of their child/ren.

As previously stated, literacy is a greater priority. I would like to see accelerated reading programmes where students are removed from schools for a number of weeks to improve their reading if they have low reading ages.

Three good aims but there are many other things that could be improved as well

too many innumerate people

think it is wrong to just focus on one area for such a long time, would be much happier if it was Maths and English as the core subject to an enabler to drive improved outcomes. and Teach retention and recruitment is one thing but need to be framed around quality of teaching and targets for retention... Transition to secondary however is a good target but define better as a smooth transition or something..

Maths, good idea, use as springboard, but must include maths, not just drilled arithmetic, need enrichment pathways Transition: what evidence is there this is a problem? What happens to all the children going to schools outside city or to private schools in city? Will they become second class? What about children from outside coming in, won't it be harder for them? Teachers: sounds good but NONE of your proposals deal with why teachers leave (stress, workload, constant change, hassle for results, micromanagement) Why not spend the money increasing staff in schools and trying to shelter teachers from change/gov/you so they can teach?

primary school school should be about a balanced and fun education.

i agree, but from the strategic aims document i didnt get a blunt or immediate sense of why these are the areas we are focusing on

As previously stated

Emphasis should be on English too. Basic arithmetic is vital but who actually USES algebra, Pythagoras etc in everyday jobs ??? Has to be relevant to life otherwise irrelevant and a waste of time !!

If you disagree / strongly disagree with any of the first three priority areas please tell us why

Maths seems to be something students in the area aren't doing particularly well in, so it makes sense to focus on it. However, it is vitally important that this is seen as part of a broader curriculum for young people. Teacher retention is very poor. Stress levels in the profession are high. Teachers are spending too much time filling out paperwork to do with accountability, analysis and proving that they have thought about every child, instead of being freed up to focus on planning lessons for children not line managers, teaching which benefits the students not Ofsted and marking which gives children confidence and support not demoralising comments about work never being good enough. The transition from Primary to Secondary is always hard. Children aren't taught about how to plan or be responsible for themselves at Primary and so Secondary schools spend the first year or so helping students tackle the world. Also, Primary schools are under pressure to say students have achieved a cer

see previous page.

Transition already fine. Surely more important to focus on boys and literacy.....

Since I don't know what other areas were considered (p9-13 of what? How do I get to view it) I can't be sure these are the top priorities. Bullying, poor staff motivation, low level classroom disruption, slow pace of facilities improvement all spring to mind and I have a child in a good primary school.

There is no mention of retaining current staff as CPD is often not an issue but feeling undervalued especially those who have spent the last 3 years coming out of special weaknesses to be informed that we are still inadequate.

Teacher retention is most certainly key. I see high staff turn over in school which isn't good for pupils. Support packages and performance related pay are needed to retain high quality staff.

I disagree with the following priorities according to the following reasons: - Maths: whilst I support the importance of maths, my concern is that with an increasingly diverse population, we need to continue to prioritise literacy as without this core skill children who are EAL will struggle to engage with any other subjects and there will be an impact on development for other learners. Performance figures from one city primary school (who have a high number of EAL learners) shows consistently higher progress in maths than literacy, suggesting that Maths (being numerical) can, to an extent, bridge language barriers. - Transition from primary - I agree that this is an important issue, but I feel that the report suggests that the problem lies with secondary schools and it is their responsibility to resolve. In my experience, I feel that many of the levels given / predicted at the end of KS2 are overly optimistic, meaning that KS3 results will inevitably reveal deterioration in progress. A

I think the transition from Primary to Secondary in my experience has consisted of the re-testing of children to ascertain the levels considered appropriate for the child. The lack of information to parents of the options available for accessing a secondary school in the city.

I don't necessarily disagree with looking at teacher retention and recruitment, but I think it is important to look at the outcomes that teachers are attaining with pupils and being sure to only retain those that are of the right ability for pupils studying in deprived circumstances. What makes a good teacher that children want to engage with and what is being done to identify teachers that are good?

It's important to focus on key areas and they are the most important - teacher retention and recruitment being the most important

These priorities should not be set by a board, but by local communities. Also the board as far as I can see does not represent the diverse communities of Nottingham, with the make up being mainly white men (12) and 7 women one of whom is BME.

I do agree but they are very specific and with such a large problem, isn't there something more to be done about changing structures and behaviours as well?

If you disagree / strongly disagree with any of the first three priority areas please tell us why

Maths: at the expense of other equally important and rewarding areas of the curriculum? Transition from Primary: much good work has taken place for many years. The difficulty is that child-centred Primary education is at odds with subject, goal-orientated Secondary education. (But, never fear, the government is working hard to drag secondary aims and objectives into the Primary sector. Teacher Retention and Recruitment: Are you not aware that teachers are leaving in droves? How can it be justified to waste time and probably money on encouraging young graduates into the Teaching Trade as it currently stands? Over worked, under-valued, vilified, professionally ignored, stressed, some physically and verbally attacked, disgraceful pay and conditions, imposed on by a punitive Ofsted regime, liable to constant political interference and imposed change. And you want to encourage people to volunteer and comit to what was once a noble job that brought satisfaction.

I think we have to change the whole philosophy of teaching and learning to include everybody and also to prepare all the students to survive a challenging but different future. We need the best graduates to move into teaching to be able to meet this challenging demand to raise the overall standards etc.

Quality teaching and Morale is essential for improvement

Depen

How will the board address the poaching of key staff from some schools by the others? How will conditions of service including the Workplace Parking Levy be addressed in order to make the city an attractive place to work? How will schools collaborate to address transition issues?

the wording should be the best teachers we want to retain and recruit.

Too many good staff leaving either city schools or the profession

Not sure why the emphasis on maths, maths should be taught to every one as a general introductionbut not in the normal elitist- see maths is fun website

Transition from primary to secondary is disjointed and fixed by the primary schools. Far too many children transfer from primary into secondary with vastly over inflated levels of achievement meaning that future targets across KS3 and KS4 are either unrealistic or impossible. Plus to use KS2 data for English, Maths and Science as a benchmark for all subjects is ridiculous. Subjects that students have never been introduced to at KS1 and KS2 are naturally going to be achieving lower attainment levels. As for teacher retention, workload is the biggest priority, there isn't enough hours in my life to achieve all the work that I am set, expected and demanded to do. If I don't achieve what is demanded of me, then I am branded either a failure or poor person and teacher by the management. For me, it's the managers in the schools who set unachievable workloads and timeframes to the teachers in an attempt to protect their own careers from ofsted. I've only been teaching two years, having

Teacher retention is a massive issue in some schools, some children having several different class teachers in one academic year. The mobility of staff challenges the school when investing in and sustaining earning programmes. Money is wasted in the training and cod if staff constantly are changing.

Teaching must be appealing. Student fees are particularly damaging the recruitment in secondary recruitment. Needs to be a financial incentive to entice but then retain e.g. my husband's student loan still continues to be paid now as he has spent the last 12 years working in city schools.

There are already many outstanding and good teachers in schools. Look after the good ones. New staff do not stay in City schools due to workload and differing expectations.

I agree that teacher retention must be a priority but your action points will not retain teachers. We are overworked to the point of exhaustion. Our pay needs to reflect our work and time given to the profession.

We need good teachers in the profession and if you don't do something about the workload, there will hardly be any left.

What about Literacy AND English where schools have not made the grade? No problem there ?

If you disagree / strongly disagree with any of the first three priority areas please tell us why

Literacy should be a priority as it impacts on progress in all subject areas. Maths is a % of other subject area content only. Transition programmes have generally been developed but what is essential is literacy. Transition programmes include summer schools between Primary and Secondary in the summer holiday and can include numeracy and literacy programmes.

HOOS would argue for schools to have a broad and balanced curriculum, rather than prioritising Maths (and other STEM subjects). We agree with a focus on teacher retention and recruitment, but believe that the focus should be on identifying the causes of the problem of teacher recruitment and retention identified. We could not find comparable vacancy rates by local authority, but will be seeking this information from the DfE. We urge the local authority to examine the impact of its changes to the school term on teacher recruitment and retention. Rather than building teacher resilience, we believe the focus should be on preventing and controlling stress. Rather than looking to recruit from overseas, the Council should be examining what is driving current teachers out of Nottingham schools and taking steps to address this.

Maths & transition strategies alone will not create successful education systems. To focus blindly on aspects which are actually just reactions to data sets within the context of a poor national system rather than by comparison to globally successful systems represents nothing more than a sticking plaster on a local issue.

What are your thoughts on our proposals to improve each of these? (Maths)

Whilst a basic level of maths is essential (basic arithmetic), maths for most people is of little value in the real world unless you work in a high end, science or engineering profession. This one-size fits all approach to teachings which is all focused on exams and outcomes isn't going to inspire teachers or pupils in any way. The focus here should be in primary schools, rather than secondary schools. No pupils should leave primary school with out a strong grasp of adding, subtraction, multiplication and division and a firm understand of why maths is important and how it can be used in the real world.

Never enough time for consolidation these days. In the "old days" we were able to re-visit maths concepts on a regular basis and ensure that they were secure. Currently I believe that as long as children have "done" something, that is considered OK. You then find that although they have done it, understanding has not necessarily followed, in the race to cover everything. Consequently, when children get to secondary school, concepts need to be covered again, in order to ensure understanding

A clear focus on one curriculum area EYFS to ks5 should set a clear route through for further city wide development activities.

I think 20 years ago it would have been a good idea.

You need people who can teach maths - not mathematicians. They are not the same thing.

a good focus

It is important that children can see a love for Maths as it has a poor reputation as a subject.

Lack of emphasis on improving the quality of teaching across and the systems/processes and funding needed to achieve this

All children need a good standard of math teaching so they can reach their full potential.

If kids miss out on some of the basics in maths in primary school this can affect their progression in this subject for the remainder of their academic lives. Mathematics teaching in primary is not done by specialists so the more assistance with effective methods of helping kids grasp these basics is critical.

I am not a teacher but I know that maths is an issue in our school so any improvements would be welcome.

I think this is very important as maths is low subject across the authority and one that pupils struggle with, but conscious of not forgetting reading and writing as another key driver for achievement.

What are your thoughts on our proposals to improve each of these? (Maths)

I feel a strategy across the city could help but the danger is that this could stifle other innovations in schools. There is an importance to share good practice and give schools and educators input.

Sensible but this is a national problem and will not be easily resolved.

why was this done when the schools was failing ?

How will the key skills and application of maths be taught in other subjects such as the sciences? What support will be offered to non-maths teachers excellent at this part of the role?? How will success be measured?

Maths should be taught without silly gimmicks and in short fast paced sessions of no more than half hour duration.

Very good it's needed

Strongly invest in and support maths teachers. Unless we can get the quality maths teachers we need then nothing else is going to happen. See comments below regarding teacher retention.

pupils need to improve their results and we our teaching

Use models that work elsewhere - look at supporting teachers with resources like the old national strategies produced. Reduce teacher workload, and provide good resourcing to back up the training/CPD - which can be great if it is clearly for the benefit of the teacher, but needs proper resourcing- not expecting teachers to give up own time to attend - allow supply costs to schools

small class sizes

Though maths is important, focusing on children actually being able to communicate in English would be more effective, this would help over all classes

Maths needs to be taught based on a person centred approach. In my experience as a prent schools want to stream children based on their ability to learn in a particular style, rather than changing the style and approach of teaching to meet the childs way of thinking.

Transparent KS3 data is vital. DAISI team provide objective citywide analysis for sharing to inform refinement to ongoing action plans. KS1- 5 Curriculum also specifically provides for high attaining Y6 pupils contuining on trajectory ref: 2014 GCSE results data - 27 per cent of high attaining Y6 pupils (445 pupils) failed to achieve grade A*-C in GCSE Maths in 2014. DAISI also provide a Maths performance report for Governors in its traditional accessible and easy to understand format. Consider an "ice stars" style programme on Notts TV for talented maths students - showcasing their hopes and dreams and promoting the support and provision available in city establishments to help them realise them and sending out the message of excellence exists.

You have a big challenge. Need to have smaller maths groups in secondary with more maths teachers. More attention. You may need to think how to recruit people with maths ability to come into schools eg/accountancy firms etc..

As a former teacher of Maths in a Nottingham City secondary school, the main problem was with disruptive pupils in the class who were not prepared to engage (even a few in the top-set classes), and therefore effective teaching and learning was disrupted for the others. The policy of 'inclusion' (of challenged pupils) did not work.

Fair enough, but not my priority

It is good. But for students like my son in Year 9 it is too late. What is being done for those students? It is aimed mainly at Pupil Premium students and the rest get forgotten.

Seem accurate

What are your thoughts on our proposals to improve each of these? (Maths)

Have we asked for feedback on the Maths proposals from some of the groups inside and outside the City who are "doing Maths" exceptionally well? For example, we have Maths hubs and MATs who have very effective systems for raising standards in this area. I would like to know whether their strategy would be the same as the City's, given the fact that they are also charged with raising standards across a range of schools. Secondly, have we set any success criteria yet for this Maths priority yet? It seems to me to be the easiest of our priorities to measure, so that we can know if we are making progress.

Okay but do not address the practical application of maths across the curriculum

It is good that it is going to be implemented a mathematics curriculum EYFS-Y5. Maths are really important and if the pupils start in their EYFS year on the right foot they will have better prospects in doing good at maths in Secondary Schools. In my opinion you do not need exceptional mathematicians to learn maths in schools who have excellent maths knowledge but teachers who can explain mathematical terms that make sense to the children in Nottingham who may lack motivation.

This needs to be a top priority

looks good but split into Objectives, Actions and Measuring success the same as transition to primary

See earlier comment

Not great

Unsure whether the human resource is robust enough. Would want Maths to be linked to life eg personal finance, and work skills ,and to be embedded across subjects , as well as the passing exams learning. Try to ensure subject specialists teach the curriculum, even if schools have to help each other out.

Focus needed for each child's support is needs to be recognised earlier. My son has real difficulties with maths due to dyspraxia BUT despite raising concerns from class 2 we have had 2 years of no improvement. This has resulted in him shutting down to maths, having to get our own 1@1 support (which is fine) BUT this needs supporting at school as well. He is now thankfully in year 5 making progress again (due to teacher that understands kids learn differently) but is now very behind which will make transition to secondary hard. If we want capable adults we need to invest in kids early.

have specialists teaching this area

I think Maths is very important and should have after school clubs for kids who are below standards.

Maths is an essential skill all our children need to master. It's essential for them to have these skills.

I would be concerned if there was an increase in formal assessments. I have a very bright and capable child in year 6 who has been concerned about the year end SATS test since returning to school in September. I think formal assessments create too much stress and anxiety for many pupils.

I think the key is to make maths exciting and relevant to young people. Not everyone is mathematically inclined so different approaches are needed.

Need to involve parents to help to raise standards.

Everything seems geared to passing exams and the raising of attainment targets is incredibly stressful

Good but should include English as previously stated and implemented with pleasurable methods rather than uninteresting ones. Retaining the pupil's interest is key !

As a Maths teacher I know that many students find this subject difficult, and lack a basic understanding of concepts when they start secondary school, which results in a lack of confidence. Ignoring this and trying to teach higher level skills for the purpose of being seen to challenge the students is not addressing the problem. We need to be more sympathetic to students needs, while challenging at an appropriate level. This needs to be addressed at primary and secondary level. Small group work will help to address this and raise students' confidence.

What are your thoughts on our proposals to improve each of these? (Maths)

Contextual learning. Where I observe struggles for my child, and where I struggled are when there is little explanation of why something is mathematically correct. Why does Sin do *that* with a graph? What does it mean? Whilst for times tables etc rote is probably the best approach, engaging with the background not blind obedience to a fact (also since Pure Mathematics is nigh on philosophy a more contextual approach might generate a few more actual mathematicians)

Vital- that and the other two "Rs"

Enjoyment is a key factor. Many secondary children do not like maths. They find it hard, dull and irrelevant - they have calculators! Those who love maths, will work hard and do well, those who don't, won't. This is different to English - there is nearly always an aspect of English which appeals to a student - science fiction, poetry, writing, debating, themes, Harry Potter! But maths doesn't have the same pull. Most maths teachers I have seen teach are excellent, but if a child doesn't want to learn - they won't.

I agree that the data shows that this is an area needing work across the city but it is not a direct priority for some schools where maths attainment is in line or above national. Can we celebrate some individual successes more widely to really share good practice? I feel that more could be made of those schools who have made a significant improvement and share that around so that other schools know they can ask to see how it has been done and take some learning back to their own school.

this should apply to all teachers. There is nothing difficult about maths -it is all tied up with the very low entrance standards into the profession. this is the key.

Yes agree

Would be good to generate inter school competitions and collaborative work in this area. There are plenty of models, challenges and competitions out there. Needs a similar profile to the music hub.

Maths had become a particular problem with results and in my school recruitment and retention of maths teachers. I am currently teaching some year 7 maths (this is not my specialist subject), due to the shortage of maths teacher.

Improving retention will improve this.

Consistency in planning and assessment across the whole city would be beneficial to ensure all pupils receive a standard of maths teachers.

Not sure why English isn't a priority. If children don't have sound literacy how can they understand terminology in Maths. A key strand within this priority is to upskill the parents of the children in their understanding of maths. I feel as part of the application process every parent should be offered a workshop in supporting their children's English and Maths

Maths: whilst I support the importance of maths, my concern is that with an increasingly diverse population, we need to continue to prioritise literacy as without this core skill children who are EAL will struggle to engage with any other subjects and there will be an impact on development for other learners. Performance figures from one city primary school (who have a high number of EAL learners) shows consistently higher progress in maths than literacy, suggesting that Maths (being numerical) can, to an extent, bridge language barriers.

Good but not sure if this is more of an `aside` as the real problem in schools for me is the consistency and professionalism of the school in working in partnership with the community.

Difficult to appraise this as to my knowledge most teachers of mathematics in the city have worked exceedingly hard. Perhaps they were building on sand, trying to get too far too quickly. Breaking down that fear of sums/maths is very important; maths clubs, tricks and games help in the early secondary stage, and even later.

In the past when focus has been on a particular subject or cohort other areas have suffered, so when we focused on the BME population in schools the white population scores went down as the BME increased, we must be careful that in raising math attainment we don't drop off in other areas

An overall city strategy is important

What are your thoughts on our proposals to improve each of these? (Maths)

Good. Maths as a core subject always attracts publicity on children's capabilities. It would be a matter of pride if Nottingham's pupils did really well in Maths compared to others nationally.

There is already a strong focus on maths within our schools, I am worried that other subjects will be neglected or pushed out of the curriculum altogether leading to an increasingly narrow and rigid curriculum that does little to inspire.

I think this important but must go along with English as we have a large cohort of students who have English as a second language and will not be able to access the curriculum without their English being supported. I think many parents struggle with maths and don't particularly understand new ways of teaching so can't always support their children (myself included).

I think that this is important as a core subject.

maths is a national focus and many students in my lessons struggle when asked to complete even basic mathematics (I am an ICT/computing teacher)

Maths is an important part of the curriculum. It is not the part of the curriculum that deserves more consideration than, say, music or history.

Key area to address in education.

All pro proposals are brilliant BUT if the pupils have missed the "learning to read" in the early years" sufficiently these proposals are void. In Finland the teachers stop everything until all the children have learnt to read which means are able to access and develop learning freely.

As an ex maths teacher I am worried about the recruitment of good maths teachers.

It is becoming clear that the new curriculum has provided many challenges for even the best maths teachers. A network and MASTs are not enough if only the MAST can do the work now at GCSE level.

Standardised tracking systems and assessments would make sense and eliminate part of the ridiculous amount of paperwork being duplicated all over the city schools.

good

Maths is the key - we all users numbers every day

Make the city an attractive place to work. Remove WPL. Have proper quality CPD and career pathways. Stop the bullying management techniques that devalue professional opinion and expertise. There are many resources in the city where teachers leave schools or take redundancy because the pressures of being a core subject make the job too stressful.

Maths should be a top priority, as it is a vital skill. There are many examples of good teaching practice that can be taken from international examples (e.g. Chinese teaching methods). Point 4 of the Maths proposal - vulnerable groups and students that are seen to be low attainers need to be exposed to a range of maths, including "more difficult" principles. Some of these individuals may struggle to understand some concepts but grasp others with ease (for example statistics vs mechanics). Difficulty levels in maths are very subjective.

My children (12 and 9 years) go to a Japanese school at the weekend and they are at least two years ahead of their year group in their respective English schools. My husband and I actively sit down with them and 'help' them with their maths, even though we are not so good at it. The way of understanding is very easy and fun the second time round. As an ex ESOL teacher, I always encouraged both the parent's and the children to do ten minutes a day in maths and spelling as I do with my own children's. Learn at home or within the community has to be improved before any school can do their job.

Ensure tables are learned by all pupils in primary.

maths teaching has changed so many times over the past few years - it is more important to ensure that the parents are engaged in the process of learning so they can help with homework and have an interest.

What are your thoughts on our proposals to improve each of these? (Maths)

Essential! A one stop coordinated approach for the city, rather than a disjointed system run by many different organisations

Engagement with local employers to support teaching / learning

Mathematics skills are fundamental to nearly all high value/high income jobs and professions and for everyday budget/financial skills. However, literacy is as important. From my own experience I believe good/high literacy levels enable learning and the understanding of abstract concepts, particularly mathematics.

It is vital that our young people can compete mathematically with the rest of the world and that this can demonstrate their mathematical ability with and without the aid of calculators. A strong emphasis on mental maths and fully understood basic principles is vital for future advancement in the subject. Attracting more traditional, high tech, and upcoming industries would be useful so that the young people can see a destination for their studies beyond being a Maths teacher.

I FEEL THAT IT IS IMPRTANT HOWEVER THERE IS TOO MUCH EMPHASIS ON MATHS , IT IS AN EASIER SUBJECT TO PLAN AND MARK , WHERE WILL THE LITERACY COME IN

should only be taught a couple of hours a week with the other sciences

A basic level of maths and English is essential for good performance at secondary school.

Good Maths teachers are very few and far between because school pay scales cannot compete with those in industry for individuals with Maths/Maths related Degrees. Mathematics being one of the core skills attracts a lot of pressure from overbearing and erratic inspection regimes and this combined with excessive working hours makes the teaching of Maths highly unattractive. The proposals do nothing to ease this problem.

A clear Nottingham vision for assessment without level. Wider use of Primary maths team and investment in their department through recruiting highlighted exceptional teachers who are paid a retention point to work with link schools to improve standards.

Obviously needs to be a priority due to gross under performance. Just decide on a key, shared approach and stick too it rather than changing every new academic year. Give one approach a serious go!

Numeracy is one of the fundamental educational building blocks that transects all sovereign states, its the universal language that even extends past the confines of our own planet.

Fine intention - mode of impact and accountability of Board Members and schools ? Impact measures?

Important as certain level of numeracy skills are essential in life. It feeds into other qualifications too, eg. Science, and supports those.

At face value they could work but as always I doubt that monies will be made available to schools to adequately resource the plans and as a result implementing any of the proposals will be impossible.

Standardised assessment and transition projects are a good idea in maths. I am a little concerned about a Nottingham mathematics curriculum. Support on approaches through networking and training is great but schools should be given autonomy on implementing the curriculum. MAST teachers are a good idea but are you talking about another training scheme Maths specialist teacher programme exists and is fantastic. Will the Maths advanced skills teachers be different?

HOOS would argue for schools to have a broad and balanced curriculum, rather than prioritising Maths (and other STEM subjects).

Maths is vital for future income so it is right to have a focus here, however this should be alongside a strong focus on English and EAL.

Good idea as long as it is done and not just something to make the plan sound great. Again my experience is that teachers maths skills are very poor. If they themselves cannot do sums what hope does my child have

What are your thoughts on our proposals to improve each of these? (Maths)

Literacy rather than numeracy skills should be improved.

"We intend to support academies and schools in improving their provision [...] leading to better outcomes in national tests and examinations." Are UK 'national tests and examinations' in Maths the benchmark for world class education? No. Therefore the strategy already limits the ambition of the city contrary to it's stated aim.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

Again, this needs to be avoid being a 'bolt-on' provision based on policy and which is no more than a box ticking exercise and, again, the onus here should be on the primary schools. There should be strong links build between all secondary schools and their feeder primary schools to ensure that pupils are meeting the requirements and expectations in their education which will fully prepare them for life in secondary education. There should be clear requirements and outcomes that pupils need to meet before they move on to secondary education, perhaps as a form of graduation, with the most challenging pupils (who require a greater level of support) either being kept back until they are prepared or funnelled into a special programme, which helps and supports them get on track as quickly as possible before they enter main stream secondary education. This should be a long term process that is initiated from early on in a child's primary education rather than a last minute programme which

Need more liaison between primary and secondary school as children start Year 6, and also as families are choosing appropriate secondary schools for their children. I know this may be difficult because of the fragmented nature of schools in the city, with the growth of academies.

A clear mandate to rationalise, synchronise and efficiently make use of every moment of available tearing time...for some of our children ks3 is a significant change and in my experience appear to lose their way...this strand of work is fundamental if we are to raise standards at ks3 and 4

A strong aim, but symptomatic.

About time - the huge and increasing area of special needs is very poorly understood when it comes to secondary transition. The number of, especially, boys with ADHD or on the autistic spectrum who struggle to make this transition is staggering.

a useful focus

This provides an opportunity to focus on the mental health and emotional wellbeing of pupils. This can be addressed through the new Charcter Curriculum.

So many children and parents are not prepared for secondary school. We need to engage parents more so they support teachers more.

Lack of emphasis on improving the quality of teaching across and the systems/processes and funding needed to achieve this

There needs to be a more robust and reliable teacher assessment of pupils. One of the underlying reasons why Secondary schools are judged as inadequate is due pupils not making expected levels of progress. However those levels of progress are based on Primary Teacher Assessments which aren't a fair reflection of where a pupil truly is. It would make more sense for transition to offer an extended transition, where secondary schools can use KS2 SATs, CAT testing and other means to get a more informed bench mark of where pupils actually are. For the last 4 years we have given Yr7 pupils in the first week Maths, English and Science KS2 papers with levels achieved considerably lower than those reported on.

Very important

I don't understand the extent of the transition challenge so can't really comment on the actions proposed.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

In previous years we had an excellent transition with one of our feeder schools where TAs/Transition Mentors spent time in school and with all of the children that were moving. They knew the children and it worked very well. This was stopped due to the cost but I think it was a great loss and should be expanded across all secondary schools.

There needs to be better transition planning and support for pupils to make the change to secondary, especially surrounding behaviour and expectations of pupils. Schools need to be better prepared to pass on information and plan for new admissions.

There is scope to look not just at transition but also analyse what actual strategies work with students at this stage and what barriers to learning there are at secondary level

Sensible but this needs a school-level solution.

why was nothing done?

Great

"Champions" is such a silly word and the work they do also meaningless. Much better to have time for proper liaison between Year 6 teachers and Primary subject coordinators and Year 7 teachers in every subject. As well as liaison between special needs and behaviour/family liaison teachers

Very good

smoother moves with better info passed between

There are many good transition processes - use these to model transition

for children to have more time at there new school before moving there permt

This is important for children, but going to a school with a reasonable amount of children in it, rather than over 1000 children would be more useful

This is crucial. Support should be made to parents as well as children. Bullying is a real issue to be tackled and there needs to be processes in place which are recognised, valued and work.

Clear action point targeting the retention of high attaining Y6 pupils transferring into Y7 city schools. Pupil migration or the brain drain is big a issue completely changing the profile of the city KS3 cohort i.e. 2014 GCSE results for Maths - Pupil Migration- 75 per cent (2,253 pupils) of the KS2 cohort were classed as having high/middle attainment in KS2 Maths. A quarter of these (574 pupils) left Nottingham prior to taking their GCSEs in 2014, leaving the new total number of high/middle attainment pupils (who took GCSE Maths) as 1,656. (Of the remaining high/middle attainment KS2 pupils, 27 per cent (445 pupils) failed to achieve grade A*-C in GCSE Maths!) DAISI provide an annual strategic review of Y7 cohort from electronic CTF data to inform EIB planning focused on need on THAT cohort.

Really important. There should be investment in ensuring children and new parents are fully integrated and feel safe. Need to ensure children are placed in classes where they know someone else that they get on with.

Main problem was some Year 7 children entering secondary education with little or no respect for teachers, fellow pupils, and no interest in learning. This is of course a complex problem but ineffective parenting is one cause (commonly blamed on 'deprivation') together with a lack of aspirations to succeed, and lack of support from parents/guardians.

Fine, but at Bluecoat we have around 70 feeders. It's always been an uphill struggle to liaise closely with that number.

A lot of this already happens with secondary schools anyway.

I feel transition is a key area where pupils have difficulties. We currently have several visits to our feeder primaries and then any students requiring extra visits are given them.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

More work needs to be done. I was always very impressed with the work that Henry Mellish - now closed down- used to do where they provided a teacher/ TA from January once a week for an hour and a half to work through tasks and really get to know the students. This ensured that any child going to Melish felt supported and knew someone well before they started. they also worked with them in class to see how they worked.

This is urgent. However the large warehouse sizes of nottingham city schools does not help the transition process

All the proposals are to the point.

Need to make the children feel as they belong and involv both oarents

The system as it stands at the moment strongly advantages children from educated families because the process to look at secondary schools, work out what admissions criteria there, fill in the application form and make sure that tests are entered for is complex and confusing. Children from families who are disadvantaged educationally (eg EAL) or from families who are not motivated to apply for a secondary school place end up at the worst schools and completes the cycle of inequality. More ought to be done to address this in equality through support for families applying for secondary school; even to the point of filling in applications for them.

looks the best and most thought-out but let have some sharing of best practise and aspirations to be leaders in this feld

see earlier comment

Either way

The old EAZ s established some good practice.

Not yet experienced so cant comment.

remove the arrogance of secondary

The secondary school results are worrying. We need to ensure the good work that happens in our primary schools continues through to Secondary.

The ideas proposed are all good. In many ways I think it is unfortunate that pupils are actually offered a choice of secondary school. The process of selecting and applying for a secondary school creates an industry in itself and can result in children being separated from some, if not all, of their friends and peers. The prospect of this, as well as the additional application processes required for some schools, if out of the catchment area can put pressure on children for a number of years before they are due to make the transition.

Although this is important I think it needs to take place in the first year of secondary school rather than the pressure of 'big school' drifting downwards into primary.

More support is needed for preparation for secondary

Ok

The initiatives could also be aimed at primary schools starting the transition process eg making part of year 6 more like a secondary environment. Allow secondary teachers to visit primary classrooms and vice versa is a valuable experience on both sides.

Make secondary schools less awful! My son's primary is next to a secondary academy. He is actively frightened that he might end up there (he won't if I can help it!) because he observes the children on the bus and waiting outside being so badly behaved. He's 4 years off secondary and I don't want to see him so scared! So I'd say focus on behaviour outside of school as much as inside school.

Should be straightforward with the correct Primary preparation.

More liaison between Primary and Secondary schools. Perhaps key secondary skills day or more taster days in the summer term or days where parents get to go to the secondary with their child for the day.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

Work has already begun well on this which started from our Sherwood EIP and has been taken city wide through Sarah Fielding. It is a key area that primaries have been trying to get buy-in from secondary partners for some time! I hope that this sparks the beginning of genuine and in depth links between primary and secondary sectors. As primaries we have such a wealth of knowledge of the children and successful pedagogy that we want to feel we can share and that is valued. This has not been the message in past years and the improvement in outcomes in many city primaries has not been matched in secondary's.

no view.

Already good

Earlier information is certainly key to this - the transition booklet is currently published far too late. A central website with details of ALL open days for city & county schools, academies, free schools and private schools regardless of whether the school fits with the council's political leanings. A co-ordinated approach to open evenings with education board acting as broker would enable pupils & parents to see more of the available provision. This year many open evenings clashed with some schools unable or unwilling to offer an alternative.

Every student in the UK makes this transition and schools in other local authorities manage the process. It should not be necessary to do anything different in Nottingham.

Although children are expected to be more independent in their secondary education, involve parents in the transition so that they can be confident in the process and not project their anxiety onto their children.

Key, this is where some huge changes happen for children. One being less involvement in school life of the parents. Secondary schools need to do much much more in engaging parents into secondary school life

Transition from primary - I agree that this is an important issue, but I feel that the report suggests that the problem lies with secondary schools and it is their responsibility to resolve. In my experience, I feel that many of the levels given / predicted at the end of KS2 are overly optimistic, meaning that KS3 results will inevitably reveal deterioration in progress. A better approach would be to ensure primary schools are appropriately preparing learners for secondary education and not over inflating results in order to demonstrate their own good results.

I think this area needs consideration, but the problem appears more to be with the leadership of the school, the management of staff and the robust reviewing of the teaching and learning.

As I have already pointed out this is in my opinion one of the two main problem areas. Do not waste the time of the bright arrivals from the primary school. Build on the standards already achieved, the secondary HODs should get the final year's programme(s) from the feeder primary schools and use that as a starting point on which to build a secondary programme for these bright children. A different scheme of work should be devised to help to fill in the gaps in the knowledge of the others, hopefully it will encourage them to catch up

This is an area that has been harder to monitor as more schools become academies and more free schools open, its a very important issue as children move from being the 'top dogs' in their primary schools, sure of all hte procedures of the school environment, to being the 'little fish' in secondary schools where procedures and teaching methods are different. It can be a daunting time and its good that attention is being paid to this stage of developement

Much more can be done on key skills to build childrens resilience to change and should start as early as year 3, lots of expertise in the city to support this More joined up approaches across the city are important - a CTF and strategic setting of common transfer day/week really important

This is a useful aim but would prefer to see something else such as the link between Nottingham and Richmond upon Thames to look at parents behaviour with their child's education. Parents play a major role at home. See Q7.

Working in a secondary school I feel we do this quite successfully so I don't view it as such a priority.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

I think that this is important because there is a big difference in the success of secondary and primary schools locally and this might help the good performance of primary education influence the poor performance of secondary education.

Year 7 students coming from different primary schools in the area come with varying knowledge and skills. consistency is needed throughout primary provisions

Waste of time in current circumstances.

Vital as primary appears to have the space in the curriculum to build, encourage and develop student well-being and independence.

The proposals are good but need to be extended by perhaps teachers swooping places and perhaps by having subject teachers introduced in the primary school like in China.

Important not to lose the improvements that have been made within our primary schools when pupils move on to secondary schools.

Ensuring ks2 results were accurate would probably show that there isn't as much of a dip when students start secondary as you think.

good

Open up secondary experience for youngsters with more visits and activities. Train staff in primary and secondary sector to work collaboratively on Summer projects so that they can share skills and the pupils become more aware and comfortable with the transition. Engage parents as part of the transition experience, it can be as intimidating for them as for their children. Acknowledge the role that poverty plays in undermining pupils development. Improve family support and children's services. Our schools can become hubs for wrap around services.

Feedback from secondary to primary schools is vital. It is not possible to know if methods employed by primary schools are effective without feedback. This should include feedback from parents as well as the school staff.

My daughter had transition into Bulwell Academy for two weeks and it helped her to transition not just to the school itself sole, but to be able to travel to the school on her own, as it is a fair way from home. I didn't know that this is a rare case and I whole heartedly recommend that all schools should do this as it would give parents more confidence to allow their children to go to school by themselves or get a 'walking bus' system and to cut down the amount of vehicles that congregate area a school.

Put more money into transition support workers - like there used to be in Bulwell before cuts. All Yr7 pupils should have a familiar face to greet them at the start fo term. The Yr6 transition workers at Bulwell did a brilliant job and many parents have commented on how much better things were for their older children who had this early support. Transition is now a big concern for many parents.

Important - Secondary schools demand information from Primaries, all in different ways and on different dates making it a very difficult process to be involved in, and then seem to ignore everything we share with them and re-test (already over tested children) to set their own benchmark - which suggests they have no faith in our judgements or results

This is necessary and needs to be consistent across the city. Transfer of data and information is crucial to smooth transition and appropriate provision being in place on entry. Support should transfer with the child and be reviewed in the spring term not stopped when they leave primary.

If the children are given character development opportunities alongside their academic instruction then they will; have the self esteem and resilience necessary to move primary to secondary without any slowdown in progress or unnecessary angst.

VITALLY IMPORTANT , THE SATS AND CATS ARE OFTEN ALTERED BRINGING CHILDREN WITH OUT IMPORTNAT INDEPNDENT LEARNING SKILLS

not sure

More information to be given to secondary schools about primary pupils.

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

Communication is always a good thing, helping to continue the child's learning journey more smoothly. Staff retention also place a massive part in this.

Too much pressure is placed upon Primary pupils at too early an age. This contributes to the anxiety of Primary to Secondary transition. The proposal to fully integrate this process to a much deeper level is a good idea.

Look at good models across Nottingham. In my experience Fernwood School have an exceptional transition process which starts in year 3. It may be useful to case study the use of extended transition e.g. year6 teachers are still involved in feedback to students/ assessment points in the first year of secondary.

Excellent idea about sharing info using a set form and championing staff who support transition.

More time and support needed. Especially now that we do not have levels anymore.

it is important that factual and accurate results are used and that students ability is not over exaggerated to give a false representation of the school and the students ability.

All transition is important. Levels of children need to be agreed by secondary and primary so that they are accurate and the child is working at the correct level

The students exhibiting most progress at KS2 are less well represented at KS3 as they migrate out of city. Your solutions ? Do you know why ?

See previous...literacy is a higher priority.

Again on face value the proposals seem as if they could improve transition but there are issues that are not addressed that are the root cause of problems. Especially the proposals to reduce exclusions etc as many of the problems schools face are the result of poor parenting and a lack of parental support for schools as they try to deal with difficult behaviours. Teachers are expected to manage unacceptable behaviours that affect the educational outcomes of their whole class. They have no real support and the government continually undermines teachers in the eyes of parents. As a result any efforts Nottingham make to improve this situation will be undermined by the government.

Communication and collaboration between secondary schools and feeder primaries throughout the year to minimise anxiety for transitioning pupils. Ensure secondary teachers are familiar with nature of teaching and learning in primary setting (e.g. high expectations of literacy and presentation) to ensure cross-curricular approach is not lost among different subjects. Secondary schools visiting primary feeders and visa-versa. Possibility to collaborate on events e.g. Science Days/World Book Day/World Languages Day.

Many of the actions are already in place in some transition programmes across the city but they do need to be consistently applied. Our biggest concern is the level of challenge provided in year 7 which leads to some children lacking motivation so I agree with the objectives to maintain progress and maintaining positive attitudes as learners,

Another key area- the problem lies in the fact children from one primary will often go to a huge range of secondary schools. This causes difficulty in getting a coherent transition package. Lots of students who do well at primary opt to go to county schools.

Good idea agin but i want to see how it will owrk in practive. Gaining 5 GCSEs passes has been on the council plan for a long time but we are still near the bottom of the league tables. I do not buy into the fact it is just because Nottingham has deprivtion issues. Many times it is because the attitude of the teachers is that it's a city school so we don't expect them to achieve. Also the ones that are bright are not pushed further, which by secondary then fall behind Have high exopectations of these children and you will see the difference.

Reading ages are a massive flaw in the transition from primary to secondary. Also, SATS tests are not representative of students overall ability.

More support for parents

What are your thoughts on our proposals to improve each of these? (Transition from Primary)

Is this anything other than standard - or what should be standard? Is this groundbreaking world class strategy? I recognise that the transition is a crucial step principally because the philosophy of education at primary - which is more experimental, individual, responsive, nurturing and supportive - is entirely abandoned for industrial-scale factory-standard impersonal and largely nurture-free indoctrination at secondary level. But again this is a patch on a wider and more ingrained failing which is not addressed.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Whilst financial incentives may attract more young people into the profession, money alone will not be an adequate motivator to attract passionate, motivated and talented teachers. Training is essential and should be available and continuous throughout a teachers profession but smaller classroom numbers, more trained support workers, councillors and specialised educators need to be available to support teachers with complex social, emotional and behavioural issues which young people are faced with. More need to be done to make teachers feel part of a team not only within their subject areas but cross-departmentally with a school, through inter-school cluster groups and vertically up the chain of command - enabling teachers share ideas and best practice approach to common goals and challenges, to feel valued and part of a thriving community, to be part of decision making within schools and for SLT to be transparent about decision that are being made that will effect all members of school

Many young teachers I have spoken to become very disillusioned with the reality of the education system and its often extreme demands on their time. Work life balance does not seem to exist for some - your proposal to look at this closely is a good move. We come into teaching to make a difference and it sometimes seems that although every child is supposed to matter, it is only their results (levels) that count. Quality of life activities go out of the window.

A welcome priority...I have tracked a significant decline in the numbers of candidates applying for jobs in the city over the last 5 years...incentivise / motivate / engage / invest in the next cohort of teachers...a wise move indeed

The most important aspect of education other than inclusion of Computer Science.

What an absolute joke - academies sacking all of the experienced teachers and employing newly qualified wet behind the ears recruits or agency staff only to save on cost is a very short sighted solution. But when education becomes a profit making proposition what do you expect? STOP trying to privatise our education system by the back door. Don;t bother 'improving standards' in state schools when free schools and academies don;t even have to employ qualified teachers, it makes 'improved' standards/training completely irrelevant on the ground. Another tool for the government to push privatisation through.

absolutely the most important focus!

This is the most important issue for me. Teachers are not encouraged to remain in the profession when they see the huge workload. This is largely a problem of central government problem, but one that Nottingham could choose to ameliorate and hence attract teachers to the city. The poor results are a threat, but also an opportunity.

Staff could benefit from the national accreditation in PSHE improving confidence to deliver sessions focusing on pupil wellbeing

Vital.

Lack of emphasis on improving the quality of teaching across and the systems/processes and funding needed to achieve this

Work/Life balance must improve for staff to be retained.

Very important. My daughter has an excellent teacher and would hate see her leave her school. We need to invest in good teachers but be able to let bad teachers go.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Perhaps a particular focus on shortage subjects is required here.

This isn't a problem in our school as we do not have a fast staff turnover. Nottingham is a great place to be and work so yes shout about it in every way available to us.

We should retain and recruit the best teachers, but also need to have good performance management to ensure ineffective teaching is dealt with appropriately. We also need to be better at sharing good practice from individual schools across the city.

Considering where Nottingham is at the moment and the consideration of funding, ideas should perhaps be sought from the county and local authorities nearby.

This is a national problem, especially in respect of retention and attrition. Focusing on this would be helpful but teacher quality requires equal attention.

Why do the teachers get paid , when the children are not doing well ?

Complete lip service to issue of workload. This needs much more thought as currently it's there to please unions only. How will success be measured here?

Pay, promotion and hours of work and unnecessary 'paper' work, testing, no excess monitoring of teaching methods, small class size, backing of effective behaviour programmes, 'no blame' exclusion of 'difficult' children to special units so that they are not roaming the streets

Excellent

Tackling the workload needs to be a massive priority. Teachers are fed up of constant new initiatives and policies landing on us every week which take time away from what our core workload should be: planning and delivering quality lessons and time to give quality feedback to our students. I am an experienced teacher of a shortage subject who works over fifty hours a week even though I am part time. I am looking to move elsewhere as I want a work life balance. Pay is also an issue. Do not penalise teachers who have chosen to work in city schools (e.g management openly acknowledging how difficult a school it is to work in and then denying teachers pay progression due to results while also acknowledging that those same teachers would get good results with students at a different school!). Many teachers are parents and feel that we are constantly being asked to put the well being and progress of our students before our own well being and that of our family. As a result we suffer, our fa

salary needs to reflect the work load/ professionalism we show

Teacher retention is essential. There is far too much pressure on teachers from management.

If you do not attract and retain the best staff, how can you achieve these aims? Issues in Nottingham that may affect Recruitment and retention are the Nottingham model holiday pattern which means teachers with family/children outside the Nottingham city area will have different holiday patterns, and workplace parking levies. Add to these the recent attacks on the city schools by OFSTED which will not help attract the best teachers.

qul teachers and no rubbish

I think the focus should be on teacher's improving their skills to make them better teachers should be prioritised over retention.

My children have had too many teachers who are friendly, but do not have the right attributes to teach. In one year my daughters science teachers changed 4 times she was in her GCSE year this was destableng and I believe impacted on her final grade, which was a B.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Extend the use of Perspective software in schools and academies to support CPD. Enables talent management, cpd identification and planning, pay and reward, performance management. Collaborative function available to share information and analysis, run thematic reporting, surveys and consultations and offer a single portal for CPD amangement. Perspective is part of a software suite already in use supporting city schools and academies; NEXUS, Perspective Lite and Pendulum. Would offer a cohesive city wide system for operations and intelligence gathering. Increase use of Notts TV to promote progress, success and case studies. Align a Secondary School Data Managers Support Network under the EIB supported by DAISI to collectively discuss Assessment and Reporting matters and develop a shared approach to data capture and analysis to support teacher retention and recruitment.

There is not enough focus on reducing workload... this is why teachers leave the profession.

Work load is a big issue (lots of family in teaching). Need to think smarter ways of helping teachers achieve work life balance.

This is the main issue for me. I am teacher in a Nottingham secondary school and seriously thinking about leaving the profession due to workload and being unable to cope. I see many other teacher friends considering the same. I believe it stems from leadership teams wanting to demonstrate improvement and churning out new tasks for us to complete, but with no extra time to do them in. There are just so many new systems too coming into play with the abolition of levels which brings a whole extra workload and confusion.

Offer me £35-£40K and I might consider returning. I really enjoyed teaching the few classes that I had that were engaged and enthusiastic ('few' being the operative word).

Very important. The issue of workload needs addressing first. The relentless focus on formative assessment is driving teachers out of the profession.

Teachers are overworked and taken for granted. They are being pushed out because they are being judged not being supported.

I feel that it's not just teachers that need to be considered. Some TAs in the city perform teacher roles in their entirety and should also be given support and training opportunities as outlined.

This is a national priority and although we should do whatever we can to keep teachers in teaching we need to address this at a national level

This is certainly a key issue. I just wouldn't want the entire strategy to rest on the success of the new 'Teacher Recruitment and Retention Officer' post. Ultimately, as the story of recruitment tells us, you might get someone wonderful or someone only competent and this issue is too important to allow to rest too heavily on the success or otherwise of this post. I would want to ensure that enough of the money being devoted to tackling this issue is passed directly to schools, in order to allow them to offer a 'City of Nottingham bonus' to the best staff in the most difficult-to-recruit-to posts. That practical recognition and the sense of doing a vital role is what will attract and retain the most talented staff, rather than glossy brochures about why professionals should choose Nottingham, which simply won't cut it. Also, have we set any success criteria yet for this priority? This would require us to gather some quite advanced baseline data from City schools on historic recruitment

Good ideas but you will always be battling the national denigration of teachers by politicians making it very hard to retain teachers and especially good senior leaders when they know that their careers could be on the line if they do meet government and not necessarily ofsted targets

Many teachers are stressed by the fact that they are being judged by the school management constanly about outcomes and when they work in school all this pressure can lead them to leave the profession. Big changes need to happen so that the proposals about teachers retention and recruitment needs to happen. The proposals are a good starting point.

Needs to be a top priority

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Proposal 1 looks good but Proposal 2 needs more meat on the bones. Focus on our cycle of influence don't try to boil the ocean. again split into Objectives, Actions and Measuring success the same as transition to primary

as noted earlier: put more money into schools to reduce burdens on those in school.

Yes definitely

Provision of Bursaries to enable graduates, already saddled with debt, to train for teaching, might help.

This is the area i feel most passionately about. deal with this through education, motivation, regard, recognition, fulfilling careers and supportive working environments - train and trust teaching and support staff and many other areas of development will fall into place - because they will make it so.

we have had no problems in this area.

better career paths

We need to attract excellent teachers to give our children the best start in life.

It is very important to be able to recruit and retain good quality teaching staff in the City. There is always the risk that they will be lost to academies and free schools once trained and working at a high level. I have experienced how the use of classroom assistants, specialist staff with responsibility for teaching particular subjects and a teacher having SEN responsibilities but without specific class teaching responsibilities can provide support to and flexibility for teachers as well as providing a very rounded education for children.

Very important. Need to recognise individual teaching methods not force everyone into perfect teacher mode.

Work load and parking levy are reasons for staff leaving our school.

Ok

Ensuring that head teachers value their staff and trust them to do their job, without constant monitoring. I know many teachers who feel that they are being devalued, along with the students that they teach, in order that short term targets can be met and senior staff can be seen to be doing their job.

Balance the workload sensibly and resist central government initiative hopping.

Salaries now good. Pupil behaviour and the lack of ability and/or freedom to control bad behaviour are problem areas.

Pay rises. Take away the ridiculous paperwork - so much of it is done for the sake of doing it and it has no impact on a child's education or the quality of teaching - let teachers teach! Admin teams in schools need to increase. STOP ACADEMIES! They don't solve problems. The job needs to be made less stressful - teaching is a calling - we don't do it to analyse each year 11 report cycle. If teachers had more freedom to teach the way that works best for each class and each teacher - teachers would have more enjoyment and so would be less likely to leave the profession. I am training staff at the moment - 1 left after 6 weeks, another is contemplating it because of the pressures.

This appears to be a national issue currently and I do think we need to take a really wide view on this to let professionals know what a great city Nottingham is. Our local paper does not help with the negative approach it has taken over recent years. First place to start would be to ensure that graduates from our 2 great universities stay in the City - whether they are interested in teaching or other professions.

see previous page.

Could do to focus on attracting male primary teachers

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

The elephant in the room - the ridiculous 'Nottingham model'. Teachers have families too! For goodness sake get rid of it. It is inconvenient for me as a parent with a child in a city primary school and a secondary school following the county terms. For a teacher with school aged children not in a city school it is surely a major incentive to move jobs.

I think it is a good idea to look at retaining qualified teachers, as the government seem to be currently trying to recruit new teachers, rather than addressing the problems surrounding existing teachers, with numerous years experience, leaving the profession.

Teaching is a challenging profession in any environment but made more difficult still in a school in a area with social problems.

Support for teachers to teach rather than spending more than half their time assessing and testing pupils. Additional support within schools to deal with the increasing numbers of children with additional needs, either for medical reasons or in more than enough cases, just bad parenting!

Key priority

Teacher retention is vital - but I am not sure that adding increasingly complex tiers of CPD will achieve this. My observation is that teachers are under ever increasing pressure, working extremely long hours, which, if they were recorded formally would often fail to comply with EU Working Time Regulations, and comparatively underpaid (NQTs and those on lower pay scales are earning comparatively similar pay to some unqualified admin roles! The development of academies appears to have created a 'career teacher culture' in which there are numerous opportunities for those with the right ambitions to move into management and QA type roles with complex management structures - this means that the teachers who simply want to teach (perhaps our most valuable asset) end up at the bottom of a huge structure of management with endless demands being made of them. This desperately needs to change. Teachers do not need more complex systems and processes to ensure high standards - they need good qua

This is essential but I think teachers would agree they would like to teach in a school that is well managed and supported by a professional governing body who understand their role and work in partnership with school leaders, parents and children.

Just make the teachers feel appreciated and be well aware that not all classes respond in the same way. Heads of Department should share out the classes so that the difficulties are carried and hopefully solved by the department

Please see previous comments

The biggest challenge of all. We need accurate and honest feedback from teachers that can be analysed and acted upon

Useful and good teachers with experience helps with educational success.

Speak to teachers and work collaboratively to identify and solve issues together.

This is crucial if we are to sustain quality education and to particularly keep young enthusiastic practitioners in post and prevent them from becoming disillusioned and burnt out within the first five years. We need new innovation to come into schools to keep the curriculum fresh and be relevant to our young people.

This is very important but you probably already have good teachers - you are just expecting them to teach in impossible environments with inadequate leadership. I'd suggest the headteachers, governors and local authority leadership needs to be looked at otherwise having good teachers is irrelevant.

the number of teachers considering leaving rises year in year out, and the number of teachers training drops each year. focusing on this is imperative

Change the system to one of educating the young away from schooling the young and perhaps young graduates will flock to become teachers.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Teacher retention is a real priority as too many good young teachers and experienced teachers are leaving as they become disillusioned and exhausted.

There are some good teachers out there who left teaching to look after family who could be tempted back and there are also some excellent teachers about to leave who could be tempted to stay. I also need to mention that Birmingham uni has a two year teacher training course for for students with below average A-levels (ccc) where in Finland it takes five years to become a qualified teacher. Something to think about!

You need to reduce the workload to retain good teachers

With a potential 8-10% reduction in school funding, teachers want to know they can still progress and have resources available. Workload and wellbeing etc is a key issue as identified, but many see the future as a cliff of uncertainty and need reassurance of what will happen. Ofsted are increasingly making their expectations clearer as to what they require from schools, but leaders are still doing things in 'the name of Ofsted' when it is adding to workload unnecessarily.

Acknowledge that due to numerous social issues Nottingham city can be a very challenging area to work in. Now that pay is linked to performance we are finding it difficult to keep good staff as they realise they can earn more teaching in schools that are easier to teach in or swapping careers all together. Look at creative ways to retain good teachers, e.g. Australia offers teachers long service leave which works as a big incentive for teachers to remain in their jobs.

good

Surely you only want to retain those who are quality teachers or those capable of improvement

Good conditions of service. Support instead of constant threats and criticism. Much more robust response to political/press criticism. Commitment to career development for staff. Smaller class sizes. Remove WPL.

The standard of teaching is more important than teacher retention. Schools should not be afraid to deal with teachers of a poor standard in order to maximise our children's learning experience. This may range from retraining and/or peer support to performance related pay or sacking teachers that do not wish to improve their teaching standards and/or methods as necessary.

I realise that the consistent changes of what to teach young people seems to be done far too much for teachers to handle. Also the recruitment of new teachers, I think that the Level Assistants teachers should be asked if they would like to be teachers first and funding should be available for those who would like to become teachers. To recruit ex-pats who have already taught in different countries to teach and would like to teach in Nottingham either as a TA or as a teacher. Then to recruit those from overseas but they understand the English language and British values because when I taught abroad, there was a lot of mixed messages and language problems regarding the English language from the USA, UK, Australia and other countries that have 'a kind of English' as a first language.

Improving behaviour with decent discipline strategies would help improve standards and subsequently teachers will feel more valued and want to stay at a well performing school.

Essential! Recruiting NQTs does not seem to be a problem, but teachers suitable for management posts is a problem. The demographic of my school staff has really shifted - most of our teachers are in their first 4 years of teaching, and not experienced enough for management roles just yet, but we have no joy recruiting for management post from a wider field. A plan is needed for when all the 50+ teachers retire as there will be no-one to fill their roles

Enhanced offer for graduates from Nottingham Universities to stay and teach locally. (e.g. incentives, reduced council tax)

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Incentives to stay in teaching need to be given and the expectations of teachers entering the profession need to be realistic- TV ads which are misleading do not help. The process by which teachers progress through the pay scale needs to be more transparent. Retaining experienced teachers could be the key to ensuring that there are enough teachers to meet the demands of schools- new teachers need the support of experienced teachers and the students need their expertise in the classroom.

Teachers are being driven beyond reasonable expectations. They have no set hours and no one is questioning the workload that is placed upon them. There is a serious morale problem in schools and far too much being taken away from home life. It might serve the committee well to consult with GPs and counselling agencies to gauge the number of teachers seeking help for stress, anxiety and depression. Teachers feel undervalued by their leadership and beyond and the fact that there are no frontline teachers on the committee speaks volumes and, so far as I know, no one has been anywhere near my school to discover what conditions are like. It would help if people remember that sooner or later people will vote with their feet. What is the turnover of staff in our schools? Do some schools have a worse retention than others? Such a resource as our teachers should be nurtured not sacrificed. If the City is serious about developing its teachers as a resource then it must design a development progr

THE FIVE YEAR TURNAROUND FOR MOST TEACHERS IS TO SHORT ,

Needs urgent attention

social problems across the city have a high impact on school achievement, ambition of students, work load and stress for teachers. more investment in serving teachers e.g. reducing contact time, developing social support in schools, dealing with behaviour issues will help improve morale, retention and achievement

need to learn from the reasons teachers are not staying in the profession

Lower the workload, remove the bullying management at schools. Install a respect of teachers within the community. Increase teachers salaries on a local level.

Cut excessive workload and undermining of teachers.

Essential to address the workload issue

Work load is ridiculous. Why would any school or parent want a fraught, exhausted teacher teaching their children?

High profile Government policy that has been overtly broadcast in the media has deliberately vilified the Teaching profession has dissuaded many from entering or completing their teacher training. Long working hours beyond those that can be considered to be 'reasonable' as defined in both the 1998 Working Time Regulations and the 2003 Working Time Directive only serve to exacerbate the failure of schools to retain and recruit. The proposals do nothing to ease this problem.

Financial/ promotion rewards needs to be featured more heavily in the proposal baring in mind the cost of tuition fees.

Change this priority. Look after staff who are already working in City schools.

Workload is a massive issue. Differing support given to class teachers, behaviour, planning, resources by very different leadership teams leads to teachers seeking jobs at particular schools and not others.

work load /life balance introduced that allows teachers the time to complete all task within the school day, the removal of unnecessary marking and assessment that are currently overloading all teachers.

No continuity as staff retention is poor. This impacts on the children's learning and social well being.

This is directly linked to the behaviour of extreme pupils and less good leadership. Confusion of leadership with management strategies results in demoralisation of highly successful teachers who then leave - and will continue to do so.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

Essential to recruit and retain high quality staff to raise standards of teaching and learning and ensure learners realise their potential. Good teachers leave the profession due to unreasonable workload and this needs addressing. They can earn higher salaries in other industries and have a better work life balance. Micromanagement in schools added another layer of bureaucracy and increased workload, eg. duplicating records. Nottingham City also charges teachers an annual levy to park at school. City businesses can often pay this for their staff or reduce the charge using their profits. Schools have been faced with using part of their budget or passing on the charge to staff who are generally less well paid than their equivalent Business sector employees. This is an added burden for Nottingham City Schools which no other schools in the country face. It can lead to Nottingham City students losing part of their education budget to fund a 'trailblazing' transport scheme. City schools do

Nothing is likely to improve teacher retention. Many teachers I know in schools in Nottingham at all levels of age and experience are considering leaving the profession. Many are suffering severe stress which is affecting both their work and mental health. Most are at breaking point. Work load is unlikely to reduce, in fact the removal of levels alone has massively increased teachers workloads as schools are implementing extremely complicated methods of assessment and levelling. The constant attacks from government on teachers and educational staff will continue to undermine any efforts made by Nottingham City to improve matters as they cannot over ride government mandates. Efforts to recruit teachers may result in an increase in teachers but the issue will always be retention. Many NQT'S once they are teaching, very quickly make the decision that this is a job they will do short term as the workload is huge and many enter the profession not realising that. Training seems in no way ad

Over 50% of class teachers in one school leaving due to lack of support and poor management. Decisions in school need to be in the interest of the children and not to provide evidence for improvement plan. More support for teachers, both in terms of CPD and emotional wellbeing. Staff wellbeing currently very low priority, leading to low teacher retention. Clear steps in place to address workload and support struggling teachers with professional development plans and emotional support instead of capability. Staff want to collaborate and improve but are not currently able to do so due to relentless pressure and criticism.

I am not sure creating another post - 'recruitment officer' is going to solve this problem. There are already some excellent mentors working very hard through the city as part of schools direct and those previously from Nottingham city SCITT. The main focus I believe should be on retention as unless this is dealt with, there is no point recruiting. CPD would support retention - The idea of a professional ladder is good and may give teachers a clearer view of what options are available to them particularly if they are a teacher that would like to remain teaching in the classroom in the main. Workload as you suggest needs to be focused on and I believe a little more consistency in ways of working across the city would support this. Every school sorting different assessment has just sought to isolate everyone.

We agree with a focus on teacher retention and recruitment, but believe that the focus should be on identifying the causes of the problem of teacher recruitment and retention identified. We could not find comparable vacancy rates by local authority, but will be seeking this information from the DfE. We urge the local authority to examine the impact of its changes to the school term on teacher recruitment and retention. Rather than building teacher resilience, we believe the focus should be on preventing and controlling stress. Rather than looking to recruit from overseas, the Council should be examining what is driving current teachers out of Nottingham schools and taking steps to address this.

Vital, however the conditions in some city schools are still poor, behaviour is still a concern as people do not want to come to work each day and be unable to teach due to discipline issues and lack of support from parents.

We need good quality teachers, not just "any will do". The current problem is the many teachers have the attitude of mediocrity is ok. Expectation is so low that pupils do not bother regardless of their background.

What are your thoughts on our proposals to improve each of these? (Teacher Retention and Recruitment)

In order to retain teachers, the work- home life balance needs to be improved. More teachers should be employed so teachers have more time to mark and plan lessons.

Well, as a former teacher myself I could go on. The main issue was work/life balance; the amount of paperwork - all of the things that are raised by teachers on a regular basis

Somewhat disingenuous in that there was absolutely no recognition of the role of Ofsted and the national standards for schools, and academisation, which are the primary drivers of disenchantment and dropping numbers of teachers. World class ambitions means turning the tide of privatisation and school-for-profit, and challenging Ofsted which is simply the enforcement arm of the politicisation of education. Ofsted will not, without top-to-bottom reform, be capable of facilitating world class education. Learners do not and cannot thrive under the yoke of this unaccountable quango.

What other priorities do you think the Education Improvement Board should focus on?

The individual needs, strengths, challenges and aspiration of pupils and their families

Creativity, working on creating a growth mindset. Support for the hardest to reach areas.

I think the role of families and parents is important, and am very sad to see the demise of Sure Start. I know that these centres were set up to address issues of child rearing and early education, and to help and support families that may find supporting their children difficult. Advising and supporting schools with work with parents would be helpful - best practice identified to help families of schools. Local authority to advise and support schools devise positive discipline strategies to support learning of pupils

None..keep it focused.

Critical thinking skills, political education, basic economics.

Stopping education becoming a profit making activity, leave teachers to teach rather than meddling every couple of years before the effects of the last meddling have even become apparent, and wait for three generations before you begin to recover a talented pool of teachers instead of the current crop who were themselves taught by inexperienced teachers and so have poor educational achievement themselves. I have had to correct my daughter's English teacher's corrections of her homework because her English 'teacher' can;t even spell, let alone master grammar. This in one of our new academies. It beggars belief that we have allowed things to get this bad over the last 20 years. Too little too late, we broke it pretty thoroughly as a nation.

understanding cultural attitudes to learning - why it is or isn't valued and supported at home

I think, treating this board as an opportunity, we could pioneer a new approach to teaching in the city. We could argue that our low results require resolute action and as such we are lowering workload for teachers in order to attract the best talent to our city.

Developing the character curriculum will develop employability skills and improve the emotional health of pupils. Student wellbeing can continue to be addressed through the Healthy School Standard An effective PSHE programme addresses issues that can have a positive impact on student wellbeing including safeguarding

Parental involvement and support for education and schools.

Improving the quality of teaching across The systems/processes/structures and funding needed to achieve city wide improvement

As stated previously the lack of accountability from KS2 to KS4 is an issue and the majority of data is 'inflated' and not reliable.

English, good communication and quality physical education.

Quality of teaching and learning; school governance.

Basically improving our outcome in the tables so that we are at least at national level. What are those schools doing differently to us? Is it our cohort?

What other priorities do you think the Education Improvement Board should focus on?

Support and behaviour policies to allow pupils to be properly integrated and have access to the support they need, regardless of their SEN or behaviour needs. To raise inclusion within schools so that more pupils have dedicated support whilst still being part of a mainstream environment. Help inspire and raise the aspirations of pupils to want to achieve and do well in a variety of different education pathways.

Looking for the long term and not just short term gains to get 'exam success' of OFSTED accreditation. Consider the pedagogy and deeper vision of what is being proposed and the impact of what is being proposed. There needs to be a joined up approach- the fragmentation of Nottingham into lots of academy chains has been catastrophic. I note with interest that the academy chain programme has been less impactful on primary schools where we are seeing greater success in the city.

School leadership should be a major priority. The document barely mentions it - just a short paragraph on talent management. The national and international research shows that up to 27% of variation in student outcomes is attributable to leadership of heads, senior and middle leaders. The Board is largely ignoring this key lever for improvement.

I don't know but i think that should be enough for now.

Attendance, parental engagement, behaviour, exclusions, SEND, PRU and AP provision

Literacy ? How many excluded pupils have poor literacy skills? Developing literacy numeracy skills of families to allow more active role in child's education.

Behaviour Behaviour Behaviour. Most of the problems in Nottingham schools is down to ineffective teaching due the disruptive behaviour of between 10% and 30% of the children (depending on the school). This means teachers spend their time on crowd control instead of teaching and normal children resent the excessive time and attention given to the bullies and badly behaved pupils

The absolute main priority needs to be improving the working conditions for teachers. At the moment I would definitely not recommend teaching in Nottingham as a career choice for anyone.

integration of pupils from a variety of backgrounds into the English language

Look after your staff and let them get on with educating the children.

Get the basics right rather than chasing un-supported claims of miracle cures like 5-term years!

youth services in side schools

Reducing numbers in schools and ensuring all children speak English

Identifying the gifts and talents of the year group and ensuring there are resources to bring out the best. Too many students are focusing purely on academics and not their holistic needs. In my experience supporting students to have a balance encourages them to be confident and successful in multiple areas. Bring back respect for self and teachers and vice versa. Too many teachers are focusing on being "down" with the students... There is enough of that on the street.

EAL - fast track language immersion for pupils pre-empting their full time curriculum programme of study?

The EIB should focus on leadership and effective senior management in schools... so many heads / deputy heads / executive principles do not understand how their teachers operate and what makes them progress. Adult education required to ensure parents can teach their children to speak appropriately and effectively to others.

Parents/Carers engaging them.

Retaining/recruiting good teachers by reducing workload.

What other priorities do you think the Education Improvement Board should focus on?

I attended one of the first comprehensive schools in London and we were rigorously streamed on entry. The top two classes were called the "Grammar Stream". Unfashionable now, but there was fluid progression (up and down) for pupils that did well or did not, and the system worked. The 11+ did not do me (or any of my contemporaries as far as I know) any harm. Most of the top stream pupils went on to 6th form (in the same school, so there was a sense of 'belonging'), and most went on to University. Singapore has one of the best education systems in the world - modelled on the post WW2 UK system. There are two priorities - (1) actively support, encourage and drive the capable pupils and aspire for them to aim for Tertiary education from Year 7, and (2) actively support the less academic pupils to maximise their potentials for vocational opportunities but giving them the basic fundamental building blocks of the traditional 3 Rs. For pupils classed as EBD, the educational problems need

Literacy, creating termly sessions for students with low reading ages to improve - they will lose touch with lessons but it is more important that they can read.

Respect for teachers. Making good publicity for teachers and celebrating success. Arts education to help the economy in the arts and support children's welfare. Aspiration from families and support for schools by parents. Parents taking responsibility for the behaviour of their children in school and not undermining the school discipline.

My concerns are around head teachers who are left in requiring improvement and inadequate schools who can not lead and can not turn those schools round. many schools are left for 18 months to 2 years with insufficient leadership while a long term sick note is run down or as they support other groups without focussing on their own schools

Work outside school, lack of consistent and focussed homework direct cause of lack of attainment

The size of secondary schools and the lack of choice of viable non selective schools in the city. Due to this i am looking to place my high attaining child in a county school when she reaches secondary age as although i live on the edge of the city boundaries i am in the catchment area for the county school

Reseach about pupil's motivation in learning. Also the mobiles phones need to be prohibited in all city schools because some pupils use them in class and the teaching and learning is disrupted.

Improve gcse pass rates

Stronger Anti Bullying Policies Investment in Varied Sporting Activities ie move away from traditional football/hockey etc

making parents responsible for their children

Sports and creative arts (especially music) as a way of engaging children, increasing motivation and helping academic progress

Quality of teaching and management... teaching is what drives improvement and progress, which in turn drives attainment

Putting pressure on Council to take steps to reduce inequality - reverse bedroom tax for example. Improve diversity of Board - mostly middle aged, mostly white, mostly part of the academy and other non state school system. Where are the teaching assistants? union reps? young people (why not a pupil or two)?

A strong understanding of a range of basic subjects at primary

PRU provision of quality, run with the aim of enabling young people to develop skills required in order to return to mainstream . Affordable Quality Alternative provision to enable early intervention to prevent exclusion.

What other priorities do you think the Education Improvement Board should focus on?

The environment pupils learn and play in. Prof. Greenaway knows this, look at the grounds and facilities of Uni of Nottm - they are an exceptional space with world class facilities and atmosphere. therefore students respect their environment, enjoy being in it and are able to focus positively on their learning. Look at New York as a case study and broken windows theory. Find the worst classroom, the worst dining hall, the worst playground in the city, put the EIB on a bus and take them there, then ask if thats a place that promotes good learning. Nottingham is filled with opportunities for pupils to get out and learn, this should be made as easy as possible by the EIB, Greens Mill, The Castle, amazing swimming pools, woolaton hall, new tech industries, arts centres, theatres. i know schools have some access to these, but we can do more. collaboration - yes yes yes! this is key. the rest of the public sector (eg. health and social care) is developing value in this. make it easy for

support provided to kids with sen - are outcomes being met and achieved - what evidence is there of this.

Are the teachers getting tested too?

Parent engagement

Providing more sport facilities that primary schools can access when they have no grass available

bring back common sense and proper compulsory domestic science for All pupils

Within the constraints of the national curriculum, exploring ways of being innovative and creative in delivering.

Relevance/transition from school to work. Developing the social skills needed for the workplace. Realistic view of the difference between school and work.

Parental involvement and education to include parenting skills

Developing broad understanding, encouraging children to achieve in what they are good at and do their best in everything else.

Monitoring and measuring new procedures and practice's to continually improve them. Methods should include attitude to discipline but also fun for example learning via song and music. Singing times tables each day will instill them through pleasant repetition. Less inset days and less homework seems far more LOGICAL !! Not every child has the ideal home environment to do their homework !!! For example with younger siblings running around making noise etc

Literacy. Students with lower reading levels cannot access opportunities both in and out of the school environment. This needs to be addressed in primary and secondary schools. Intervention and small group work for weaker readers.

Behaviour

Three Rs. Physical activity/Sports are vital to bring about a rounded education and developing Social Skills.

Positive thinking and independence. I work with so many teenagers who are so reliant on others to 'educate them' they don't see that it is their education - they could make of their life anything they want. English skills - writing, reading and vocabulary. Arts - again, if students aren't exposed to local, British and international culture, they aren't going to turn into well rounded, empathetic, pro-active people. Politics - when i tried to get my yr 13 form to vote last year they asked me "What is the point?" Young people need to have a much bigger role in shaping their future country.

I think a real key that underpins all of our work is oracy. If children can't articulate their thoughts and ideas then they can't write it. Nottingham does have some lazy speech patterns which impedes children. I'm not talking about everyone speaking with received pronunciation - regional accents are great but not at the expense of correct grammar and sentence formation. We could hold some debating activities which encourage children of all ages to process their thoughts and verbally present their ideas/arguments. We could get some experienced speakers to visit schools to raise the profile. At the end of the day children need qualifications to access interviews but it is the way they articulate and present themselves that gets them the job.

What other priorities do you think the Education Improvement Board should focus on?

extending school hours and provision of extra classes for students who are struggling and reducing overall time out of school in a more balanced way.

Literacy for boys in secondary E bac numbers

Listening to parents and teachers more and when what they hear is not in line with the council plan CHANGE the PLAN. Instead of imposing things from the top down. Parents feel disenfranchised & staff demoralised. Active listening motivates & encourages parents, children & staff. We want our children to listen and change their ideas/behaviour if they discover it is unacceptable. The local authority should have the humility to do the same.

Teachers Workload Performane Management

Educating parents to take some responsibility for their child's education and not just believing it's someone else's responsibility.

Including unions and city staff on the board

Paretal enagement. Children spend such a high percentage of their time at home with their families, I feel this is a no brainer. As i mentioned previously as part of the application or induction process into a City school, all parents should be mandated or invited to attend a workshop in supporting their childrens English and maths.

Number 1 - Supporting staff, fair pay and not over burdening staff with unrealistic pressure and ridiculously long hours with inadequate provision of time within core hours for prepapration Number 2 - providing adequate support for schools working in a difficult catchment area or dealing with challenging behavious - the appears to have been a trend for comparing schools' results without making appropriate allowances for the population that the school serves - not all 'inner city' schools face the same problems

School management, the leadership of the school, fit for purpose governing bodies, attendance, partnership with business, having a consistency and a `no excuses` approach to the ability of students, communication with parents, communication with students and staff. I think the expectations of students in the city are often low, we make excuses and give explanations for poor performance, in my view its not the students its the institutionalised poor expectations of those who should be expecting more, this starts with the leadership of the institution.

The personality of teaching recruits, ensuring that they are aware the approach for most pupils must not be too formal.

I think it's important not to try to do too much in one go and the areas suggested seem appropriate. What does concern me is how these initiatives start and then get dropped very quickly without giving them a chance to make a difference, we seem to leap frog from one idea to another without letting anything really have a chance to succeed becuse agendas change midway through, we need to decide on a course of action and see it through beginning to end. It would also be helpful if the measures used were quantifiable so that improvement could be measured.

Student mobility

The strategic plans are good but are they enough to elevate Nottingham's actual education results from a bottom ranking Local Authority quartile to a better position? Nottingham's DfE Statistical First Release results are often compared to other LA nationally and improvements are measured against this. If Nottingham is showing year by year attainment improvements but nearly all LAs are showing higher rates of improvements then the 'problem' is still there. Nottingham is then accused of being one of the worst performing LA or one of the lowest ranking LA. There may need to be one further new vision and that is getting Nottingham to perform better in comparison with other LA. Nottingham has a number of educational issues in common with other LAs such as, generally speaking; girls perform better than boys, White British children perform worse than other ethnic groups, white boys perform badly, LA in the more deprived areas are possibly and likely do worse, however there are some very

What other priorities do you think the Education Improvement Board should focus on?

The Education Improvement board itself should be more representative of the local community and work closely with communities to develop a democratic vision of education, as well as making sure that schools are accountable to communities. Making sure that every school offers a broad curriculum, with a broad range of opportunities for children outside of the classroom as well, such as museum visits and outdoor learning.

Improving parental involvement in their child's education and helping parents to have higher aspirations for their children. Both universities run excellent programmes with schools to engage children to think about going to university but may be should do more to help those 'hard to engage' parents to think about supporting their children into going to university. Many families look at their children going into employment to support family income rather than send them to university where their debt will get larger.

leadership - headteachers, governors, support from the local authority. Learn from elsewhere. It is positive that there is an acknowledgement that something needs to be done but there needs to be a commitment from the top to really listen to what is going to bring change and improvement - even if that means criticism of the council or other people in senior positions in local education structures. Protecting the past out of pride is restricting progress for the future. There needs to be considerable more investment into getting parents and communities to take accountability for their children. Nottingham seems to be very good at efforts to support poor parenting but without actually moving those parents on to a position where they stop being bad parents. You need to be harsher and make it clear that you cannot fulfil your requirements within the education system without them fulfilling their roles as parents.

ensuring all students receive an adequate ICT education AS WELL AS computing, ensuring they have the basic computer skills they will need to be able to use a computer in the work place/post 16/university with confidence. Particularly with the current governments plans to scrap ICT as a GCSE

Supporting young people and teachers by rejecting the current thrust of ill-informed politicians.

Curriculum development; development of student's well-being, self esteem and independence.

They should focus on that all children at the age of 6 (end of year one) should be able to read. The best qualified teachers should support the struggling pupils at all times because it is a question about the correct pedagogies to be in place to make all children succeed. In Finland they make sure that all children can read before they move on and in China the schools communicates daily over the internet to inform the parents of 6 year olds how they can support the children at home. (perhaps they give too much homework at times but one can easily pick out good aspects).

I think city schools do an excellent job despite heavy workloads and constant demoralisation .Many children have problems at home to do with poverty and these need to be addressed before these children can access the curriculum.i.e more counselling service for children in schools.o am afraid that if the city is to be judged on academic results then the only way to improve these is to become a unitary authority with the county, as such a small city loses it's aspiring families to the leafy suburbs. I am disappointed to see that that someone running a free school is on the board of this group .Free schools undermine other local schools with their admissions policies and are not accountable.

Ensure the ks2 data is actually accurate. We are sick of getting students turn up to secondary schools with made up ks2 scores that do not reflect what they can (or more accurately can't) do. Then when they get to secondary school we are held accountable (and denied pay rises) when they haven't made sufficient progress from their made up starting points. Ensure that ks2 students sit tests under the same conditions as secondary students e.g supervised by staff other than their teachers.

social skills

What other priorities do you think the Education Improvement Board should focus on?

The EIB has over the last 2 years had very little impact and despite repeated requests has not collaborated in any meaningful way with pupil, parents, governors or the school based trade unions. This is a grave discourtesy if not insult to the most important stakeholders in any school. There needs to be significantly more done to address this situation than an on line survey. It could also consider the following; Impact of poverty on equalities issues. Addressing issues of child poverty. Working collaboratively across service providers. Do not allow further fragmentation of the school sector. This leads to competition between schools for resources including staff. Where is the accountability of those on the board who are opposed to public sector education, presumably the 'plan' is being financed from public funds. What do our maintained schools going to get out of this relationship? There is already a lack of collaboration because there is a lack of trust between schools and the LA i

Children's behaviour is very much linked to performance and attainment. Children with poor behaviour and/or troubled backgrounds should receive specialist support, whether this is in their existing school setting or in a specialist school. There may be a need to look at the provisions and number of places available at educational establishments that supply specialist support for such children. The management and results from Academies. There are several schools across Nottingham that have become academies in the recent years. If they have not improved progress and attainment within a certain time period (e.g. 7 years) then they should be subjected to certain sanctions and their management subject to review. This is most important in our secondary schools, which are poor compared to their national counterparts.

A dress code and if there is a lesson about a country/culture and a child of that country/culture is there, to ask the parent to allow the teacher to 'use' the child to help create a more realistic lesson or for the parent to do a presentation. And to create universal language and manners classes for the parents to 're-train' them to help the children at home.

Maths, Discipline, transition from Yr6 to Yr7

sport and physical activity especially as obesity is increasing. need to stop measuring kids size and weight and measure how active they are, can they swim, run, ride a bike etc.

Finding a way to bring more consistency across schools instead of a fragmented system of some Academies and some LA schools. Our children (and staff) should get the same good deal regardless of which school they attend. This fragmented system has led to real inconsistencies - school holidays are just one example. With children in different school there can be a huge variation in holidays, making it impossible for parents to plan family holidays or even cover child care.

Employability Skills of pupils, through regular engagement with employers

School Funding.

Literacy.

A return to every child matters- ensuring that the curriculum is appropriate/relevant and accessible to the community in which we work. a review of the curriculum we offer in city secondary schools which for the most part are only appropriate for 40% of the students.

Languages. We cannot be internationally competitive without a work force that can speak in a native tongue with a customer. The specialised teaching of English to migrant children in a city based centre. Look at some of the successful models in other cities and countries. Outdoor pursuits, residential trips etc. D of E compulsory. If its good enough for the countries top schools and top companies it's good enough for our pupils

literacy and behaviour management . Also allowing teachers to develop skills by more cpd such as teach met

Workload

reducing contact time or class sizes so teachers have more time and energy for their students

Sport shouldn't be an exam subject. Reasonable literacy standards. Some computer and practical skills. Praise those teachers who take activities like sports in their own time-eg weekend events. Clamp down on bad behaviour

Excessive teacher workload.

What other priorities do you think the Education Improvement Board should focus on?

working with vulnerable families before their children even start school

Consultation with teachers in schools about the plans.

Reducing assessment and monitoring. Realistic target setting for teachers with which they are involved. Unrealistic imposed targets create demotivated teachers who feel they are set up to fail.

Teacher workload - reducing/SMART working Partnership work with other agencies in respect of safeguarding - particularly sharing of information

Teaching children how to learn, how to be better citizen, not just through large events that might tick a box but through day to day life in schools.

To really improve the teaching and learning experience and hence their outcomes of the pupils in KS3, KS4 and KS4, direct contact time must be reduced by at least 25%. This will allow teaching professionals to craft well designed lessons, to mark and assess pupils' progress and to feedback quickly with meaningful advice. This is key to enabling pupils to master key skills effectively. High quality delivery in high quantity is not sustainable over long periods.

The growing concern with children in vulnerable families and their attainment at school. Influx of EAL... yes it's been mentioned but priority to be more specific

teacher/TA wellbeing transition from eyfs to year 1

Supporting and educating parents and communities. Force parents to care more about their children and their communities. Staff are doing a great job, but are not supported by families and often have to battle with them to reach a desired outcome.

The workload of teacher Class sizes Wellbeing of teachers

Workload and getting teachers involved with priorities in their particular school. Is this the next version of LA?

Spending of the Pupil Premium - is it value for money? Is it having a measurable impact on the children, whom it is for?

ensure that all students have a positive education experience, and are able to select pathways that suit them rather than paths that suit the schools result table! schools should be working for the students not the exam tables results leader board

social, emotional and well being of the child. A happy child learns better!

Stem the leak of KS2 level 5 and 5+ to the county at transition. Literacy and English to be of equal priority as Maths - (Literacy is not to be confused with the teaching of English.) A key aspect which omitted is the development of "resilience" of learners - the key to successful learning. For example how do schools assessment for learning policies use the techniques to create resilient life long learners? The city is overly concerned with reducing exclusions as a principle of my operation - it is almost dogmatic. Should this not be a success criterion achieved as a result of meeting the boards priorities? Poor behaviour equals poor learning. Whilst the city priority is to above all "contain poor behaviour " as a priority then your highly competent staff will be reluctant to stay and parents will not send KS2 students in the city to establishments for their KS3 and KS4 learning where behaviour is less good and not challenged in order to meet the City objective of reducing exclusions

See earlier- literacy.

The EIB need to consider in detail the way their decisions negatively affect the children in Nottingham. They need to seriously consider why there are so many children suffering mental health issues. They need to consider whether the decisions they make over ride children's humans rights and the rights of the children to family life. Policies that deny holidays to a large portion of children in the authority whose parents cannot afford to pay school holiday prices are an example. Parents who take children out of school for two weeks in a year are not the cause of their children making inadequate progress. Maybe looking at the fact that we are forcing children into school earlier and earlier, in spite of many studies that support the view that this is very damaging and results in a lack of educational progress, could be more beneficial. These proposals do not address the root causes of children not making adequate progress or of problems recruiting and retaining teachers.

What other priorities do you think the Education Improvement Board should focus on?

Literacy.

Teacher retention and staff wellbeing. Capitalise on passion of staff employed in Nottingham schools rather than unnecessarily making their job unsustainable. Ensure teacher workload is practicable and in the best interest of the children, which is currently is not. Support new and experienced teachers positively through CPD and through positive emotional support rather than driving them to leave the school or even the profession due to burnout. Hold academy trusts accountable for mismanagement of schools and lack of support given to staff.

Grammar and Spelling

We believe that the local authority should investigate the reasons for the comparatively high rates of pupil exclusions, which is far higher than in other East Midlands authorities. For example, Leicester has a rate of 0.06%, compared with 0.3% in Nottingham (for secondary exclusions).

EAL Parenting and parental engagement

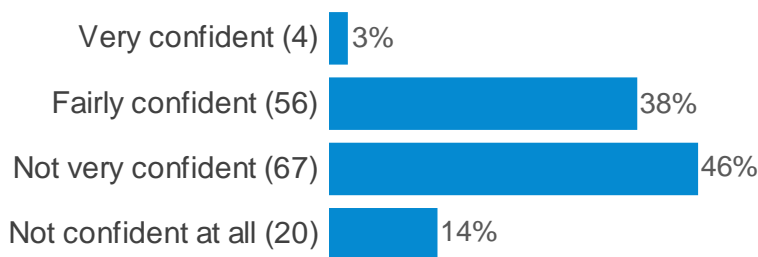
Standards of schools. What are they doing for the children who are bright and those who require more help?. Attitudes of teachers and Heads. Nottingham being deprived is just an easy excuse for people to use. Expect high achievement and you will see it. Currently the council is failing our children and that is something to be ashamed of

Literacy ! Reading ages are terrible for year 7 students.

Educating parents on the basics of raising teens and pre-teens. Keeping the connection and understanding that learning how to parent goes beyond the 0-5yrs

If you want world class education, define world class by researching and reporting on systems that are delivering just that. Then be prepared to mount a legal challenge against the DFE and Ofsted to educate in a different way. The great failure in education has not been the betrayal of teachers by the political class but the utter subservience of head teachers. A world class education will require a whole city of braver and more imaginative educators in leadership than those who follow blindly where Ofsted leads, and the EIB should make this a priority. If this is entirely impossible under UK and EU law, or does not appeal to the legal department, then at least redefine your ambitions. "World class schools" looks great as a headline in a local newspaper, but only say it if you mean it.

How confident are you that the Education Improvement Board will succeed in realising its aspirations for Nottingham?



Please explain you answer

With current central government policy there is likely to be a serious lack of funding for state schools, and privatisation through the back door which leaves little budget and few resources to really implement the radical change required to make any substantial difference in the lives of young people or the careers of teaching staff.

You have the worst schools in the country. It's a shambles. Your lack of ingenuity and thought during this process leads me to have no confidence in you at all. It's the most bland insipid response you could have come up with. Children would do a better job than you.

Wrong focus, lack of drive, misaligned political directives

Please explain you answer

I note the direct experience in education of many of the members of the improvement board. Very often teachers are given advice and "guidance" by people who have never set foot in a classroom, and whose agenda is political and ideological, as opposed to what may be suitable or best for the children of a certain area. Teachers generally feel de-skilled these days and not in control of what they teach and how they teach it, and may well think that "advice" is one more stick with which to beat them. If the board are sensitive, then I hope that their advice will lead to a growing confidence in the education work force. Nottingham has many many experienced dedicated and talented teachers - capitalise on this!!

.....only If the board secures full political backing and the support of all schools and academies (at all phases) across and beyond the city.

Mathematics is not a valuable pursuit, a subject which will be of limited utility by the time students graduate.

It's going to take 50 years of concerted effort to begin to fix what we have broken in the UK. I fear for our grandchildren.

I think it's a long term issue and needs cultural change in communities. Plus I don't think teachers will want to work in Nottingham - they can have an easier job in the county.

I think the teacher recruitment and retention crisis is a national issue and without some resolute local action we won't be able to resolve it.

I see parental engagement as being a major problem in schools and without this I think we could be fighting a losing battle. Parents need to have more respect for schools and teachers so students will respect and learn from their teachers.

Impact of EIB has been invisible since it was first announced in the press

Many 'ideas' come and go and never reach their fruition. Lets hope this plan does.

I think the aspirations and membership of the board are powerful, but further changes to education legislation and the fragmentation of education can but barriers in the way of change or challenge.

It depends on the actual rollout of the programme.

Its plans are sensible but ignoring leadership is a weakness.

Why has it taken this long for them to anything? When this problem has been going on for years.

Not easy

Been here before in early 90s when Birmingham involved in "transforming education". Who is here f on those top performing LEAs or schools to support?

The aims take no account of what I regard as the two major factors - excessive term length with irregular holiday dates and 2 day weeks at the beginning and end of term and too short a summer holiday resulting in exhaustion of students and teachers Ineffective action on Bullies and badly behaved children, leaving these disruptive elements in the classroom instead of removing them to special units. Teachers can't teach and students cannot learn when the class is continually disrupted by an ignorant minority - often supported by politically correct school governors and uncaring parents

If it is possible to generate the city wide links then the aspirations are possible but that requires a lot of people agreeing to follow the same path and act in the same way.

I don't believe working conditions for teachers are the main priority and I think that unless you look after the people at the coal face then nothing else is going to improve.

targets need to be met

Ofsted stands in the way of all that is good in our education system.

There are not sufficient TEACHERS in the EIB makeup - this means the people who have to implement the ideas have not god adequate buy-in - involve all stake-holders - teachers, and Unions.

The entire school system is flawed

Please explain your answer

Too many plans. But these are hardly translatable to the real world, real outcomes which are measureable.

Right now i want this to succeed more than anything and am playing my part to help it happen. However i have worked with Nottingham schools on all the priorities in one guise or another for 20 years and the city has never lifted itself off the bottom of performance tables despite millions of pounds spent, great initiatives and passionate, committed and talented people working tirelessly to make a difference. Honestly, the drive has to come from top, from every organisation and sustained for 10 years overcoming changes in key players and resistant to maverick egos. Recruitment of leaders into city educational establishments has to require their unwavering commitment to this mission. The EIB also needs some stability of membership as it has suffered from a severe lack of identity and purpose over the past two years. The plus side is this current membership has finally produced a well considered and defined future plan for consultation. Nottingham City Council is a progressive council and

I worry that this board is run by leaders from education in Nottingham... these are the same leaders that have caused results to dip in the first place.

Nottingham's communities are not diverse in terms of socio-economic groupings, in some areas not diverse. I am not sure your regeneration plans of building more council homes is going to achieve the diversity that is needed in terms of getting communities to think more aspirationally.

I have seen over the past few years many teachers go from enjoying their job to strongly disliking it. The teaching side of it, actually being in the classroom, isn't the issue, it's the paperwork, data analysis, action plans, schemes of work, three meetings a week with extra tasks to do from all these meetings just now seems to be the norm and I cannot see how this workload will be reduced now that it has been going on over the last couple of years.

There is a systemic culture in Nottingham, particularly in the north of the City, where parents' aspirations for their children do not drive progress and achievement. Acceptable behaviour is not instilled at an early age (child needs to be controlled and boundaries set by the age of 3 so I was once told by a leading child psychiatrist). The parents usually have limited academic achievement themselves (compounded by drug/alcohol abuse etc) and so the cycle perpetuates. I fear that in 10 years time there will be little or no improvement.

They are dealing with academies, that are self-governing, insular and competitive.

Because it is not the first time. Teachers will not be supported they will be blamed. The Evening Post leads the teacher bashing and this is supported in the comments section. Until the whole community decides it is everyone's job to help the children of Nottingham it is just the teachers trying to stem the flow and the rest of Nottingham standing by and telling teachers they are no good and it wont work. Students have moved from city schools or moved to other places in the country and when they come back to visit they say the teaching is better in Nottingham City schools, the teachers try harder. The difference is the way the students do not see Education as their responsibility. The other schools get better results because the students want to work harder. This comes from home.

No one has really got in to talk to those successful heads to see how it can be done. as a city I feel we are very insular and do not look to places such as Harangay and others where inner city children are achieving. We also need to realise the age old adage of if you keep doing what you've always done you'll keep getting what you've always got. the same advisors have been with the city throughout this time and I need to see real changes and some honest discussions that this isn't good enough and that our children deserve more

While you have the same people overseeing this process who have been in post in management of education in the city over the last decade or more no real change will occur. The city council needs fresh faces with new innovative ideas and ways of working

The proposals are good in paper but changing perceptions in reality is really hard it needs dedication and having the interests of pupils and teaching staff as priority.

The standards at Nottingham schools have decreased and the trend is continuing past history

Please explain you answer

It is a huge challenge

if the primary's have moved to good progress, as the cohort move to secondary we should get better progress there just need to continue the progress and accelerate improvements, also think we have some good professional people in positions of influence in the city but need to ensure we focus on what we can do and not get drawn into issues we cant change.

There is no discussion about measurement. What is success? Is it simply doing better than some other local authorities? Is moving up the league tables? Or is it the educational attainment of the children? League tables are wrong for many reasons, not least because you have given up control of what success is. Also because they are arms race with gaming strategies - it should be a cause of deep shame that Nottingham did so much worse when gov took away the "best result from multiple exam entries" option - you were stressing out children instead of educating them. The Board needs to propose, and consult on, what is success.

Lack of money and willpower A ten year period a long time for the same people who are overseeing project to stay together /focused. . Don't have much faith in some of the people

There is a long way to go, and the framework keeps changing. The composition of the Board gives me hope. I think we need to focus on Individual progression, added value, for students , rather than league tables. So many of our citizens cope with multiple negative pressures. Resist testing at 7 and be aware of the high rate of Mental Health Illness amongst teenagers.

Thats quite a team you have built there, many with proven history of success, lets see what they can achive in this under funded, highly scrutinsed and vital part of our society.

There feels a disconnect between what is says and reality at the moment - I need to see some evidence of improvement both in attainment levels but more importantly in each child progress.

Inertia and NUT

Nottingham kids are below standards and needs lots of help

You have many experienced people on that panel who should drive these improvements forward.

High regard for members of the EIB Proof will be in the delivery in future years

I think the ideas and direction are there but it faces huge external pressures and influences on young people and requires massive investment in resources.

No serving teachers on the board and lack of experience of working in the socioeconomic environmental pressures of the city.

Children are not machines or products on a conveyor belt to all turn out the same

Should get the views of the children, teachers and parents too !!

This will only be evident during/at the end of the process. While strategies can be put in place, and the best teachers employed and retained, when dealing with students and families with differing needs and aspirations, the outcomes will eventually depend on their involvement and motivation.

Education is at the mercy of central government and disengaged parents as much as it is schools.

There will be resistance to any change from the hard-core "antis" within the Education system.

I think a change in education is much more than what happens in schools. Modern culture (internet and social media too), parents, attitudes and current events all shape a child. Our children will never do what Chinese children do for their education. And I don't think we should try - the Chinese education system is desperate to work creativity into their curriculum to help generate inventors and business people. Please, do not place all of this change at the feet of teachers - we can't do it all!

Previous initiatives have not necessarily had any sustained impact but I do hope that under Sir David Greenaway's leadership this one will drive improvement. I urge Nottingham City to look outwards and visit authorities like Haringey that were lurking at the bottom like Nottingham but have taken really effective actions to make a difference. When I suggested this approach a few years ago at a HT forum I was taken to one side later and my loyalty to the LA was questioned!!

Please explain you answer

Ask the question of how many non performing teachers at any level have been removed over the past decade and you have the answer

Nottingham city not doing very well nationally.

I would expect the EIB to realise most of their maths aspirations but am concerned that there is not enough direct attention to application of maths in the classroom and real life. Give a child a reason to learn and they will achieve. Children need to understand the value of maths to them, especially if they find it challenging. I suspect the EIB could achieve their teacher recruitment targets but will have difficulty meeting retention targets without a major change in LA mindset. The EIB transition target appears to be the most well thought out. The key to a large part of this will be co-operation with schools outside LA control. Given the LA track record, my confidence is limited.

With teachers and schools at the moment being put under pressure to work for the good of data, not the good of pupils, it is a huge challenge to improve things in Nottingham schools.

The board seems top heavy on senior educators, with ideals but does not represent the classroom.

Having lived in Nottingham my whole life it has never been outside the lowest 25% of examination results.

I feel the education improvement board, as I'm such they are all aware have a mountain to climb and this needs a financial commitment as well as time.

I feel that the priorities will differ for different schools in different areas - I suspect the struggles I've highlight already may not be the same for all schools and likewise, the priorities that the EIB have identified will not be priorities for all schools. The biggest asset our schools have are the teachers - we must support them. Without due care and support for teachers, any other measures will be pointless.

I think its a good aspiration, but as previously mentioned this is a Board made up of high level busy people who really are not close enough to education in Nottingham, the Board should be more culturally representational and include Governors, students and parents.

Turning talk and aspirations into action and positive results is always going to be tricky. Over all Nottingham City suffers from having the two High Schools and the really affluent areas, except for Fernwood (Wollaton), being over the County boundary. Nevertheless enough educational and mathematical talent is now involved to get results - but tread cautiously.

The people on the board clearly have the best interests of the pupils of Nottingham at their Heart and I think that they will make a difference to some children, whether they make a difference to all/most of them depends on their ability as leaders to realise that there won't be one strategy that will work for all, and that they need to make sure they are looking at different ways of interaction for different the needs that children have.

Difficult to acheive strategic aims if Academies are not bound to work with city council and other schools, leadership need to be clear about the benefits of staying involved in the agenda

It is great to see a list of high profile staff being part of this and each one will have a lot to offer in terms of experiences and skills in the field of Education. However I think one of the aims should focus on the parents behaviours with their child's education. Looking at the eg Richmond on Thames online survey results and comparing it with theirs may start a talking point on how Nottingham's parents can get better involved with their child's education.

It does not represent the local community and has failed to fully consult with them. This consultation itself is only for a month, has been poorly advertised with no public meetings.

Some of the proposals look good on paper but I wonder how easy they will be to implement particularly the retention of teachers. I know Nottingham has a lot to offer and I don't think we'll have any problem attracting teachers to come and teach but unless workload and the constant changes to education policy are dealt with I think it will be hard to retain teachers. I think engaging parents and teachers will be key to realising these aspirations and I think the EIB needs to engage with both of these stakeholders in order to be successful in achieving its plan.

Please explain you answer

It will do ok in the aims it has outlined but the problem is big and embedded and there needs to be bigger shake ups to enable any significant and lasting improvements

I am fairly confident the people involved are capable. I feel other parties (such as the other large trusts and academies, and particularly unions) should be represented on this board however

Sadly, the poor are always with us. I am saddened that the whole tenor of the document seems to accept and promote things as they are not what they could or should be. Educators should help young people enter a dynamic society in which they can participate to bring about bottom-up change that is to the benefit of all. Actually I am quite confident that a board such as this will convince many of a similar bent but whether or not a successful outcome according to your aims can be deemed beneficial to the young people of Nottingham is a different matter. If, as the government intends, young people enter a static society as differentiated and pre-determined fodder for the capitalist machine then I, for one, would count that as a huge failure and disservice to the majority of people. And, please, don't talk about "aspiration".

I would imagine that the board is working within the constraints of national inconsistent national policy.

There are some excellent members on the board (Sara and Pat) but they will go nowhere without including some union members to represent the schools/teachers on the board. The lack of achievement problem NCC has just so huge.....they really need to invest in some excellent global aspects of teaching and learning....and they need to remember that it does not really matter what background the children come from or if they are super clever because all children can learn if you only have the correct strategies/love/care into place.

As explained before the unitary authority is the only way to improve results

Money is reducing. Too many voices on the panel. Short consultation time is great, but I stumbled across this and most won't know it exists. Need to do something rather than nothing though and it looks like primary schools will give secondaries a leg up naturally too.

Unless you have looking after teaching staff as your absolute priority then you will continue to lose good teachers who are sick to death of being asked to put everyone else's children before their own. If you look after your teaching staff then you will attract and, much more importantly retain the best staff. You need teachers with the energy to deliver outstanding lessons in the classroom, not ones too tired from everything else they are being expected to do.

Conflict of interest and educational philosophy between institutions. Competition between institutions. Lack of accountability of academy trusts. Increases in child poverty due to austerity measures and lack of holistic approach to supporting families and young people. Lack of funding-£30m per year as the London Challenge? Lack of coherent political leadership and willingness to stand up for local schools.

Recognising there is a problem is the first step to making change and progressing. Therefore, embarking on such a venture should help schools in Nottingham improve in all areas. However, I feel there must be problems with management within schools as to why the entire County have had such poor results over the years. This must also be addressed for the entire culture and standards to change and improve. Lessons should be taken from how lessons and learning are approached in independant schools as well as international teaching methods.

Unless there is an active push to empower the parents to do their part, the aspirations will never be met.

All pupils have the ability to learn and perform well given the right conditions.

I want to believe it is possible, especially with the experience and expertise of people involved in this project - but the system of academies has only fragmented education making a coordinated approach more difficult. Too many organisations pulling in different directions - will they all sign up and commit to this or have they got their own agenda? I hope it is possible. I am proud to work in the city and have given many years of commitment to it. I want us as a city to work together and improve because our children deserve the best

Please explain you answer

The Education Improvement Board will have to break a poor education attainment cycle which lasted for many years. Educational outcomes are related to social problems (low life expectations, parental mental health issues, parental substance abuse, benefit culture across several generations within family, medical disabilities and conditions which make it difficult to achieve.) I note that good teachers tend not to stay in city schools due to multiple issues in the workplace. Behaviour standards in city school are pretty bad.

I don't understand why, despite all the additional resources and efforts made to improve educational outcomes, Nottingham's schools still rank so low in the national league tables. Is it the teaching/school environment/ethos or is it parent/child attitudes to education and learning?

Providing the right people are in post with the right intentions

I'm not convinced that all the factors that affect a child's education have been considered and that school, on its own, cannot overcome all the obstacles. No evidence of the state of morale in our schools.

I think that the problem with education runs far deeper than some of these issues . Until education and educators are taken seriously and reform be allowed , these reforms are akin to an Elastoplast on an amputation

Need to speak to staff in schools

Clearly measures need to be taken to address achievement. Some of these focuses will help. London has managed to improve outcomes with more problems than Nottingham so I am sure lessons can be learnt from successful schools/ management groups/ strategies in London

Unless you have the support of the front line of teaching staff, you can't hope to achieve these changes. Teaching and schools have already undergone huge changes that are still changing on a day by day basis and teachers are exhausted from implementing something new and the change all that work because of a new initiative. Get into as many classrooms as you can without the school management hovering over the conversation and allow the classroom teacher to be frank, open and honest with you without management spin doctoring.

Politics sometimes gets in the way of progress and the state of the economy and many other factors such as excess immigration.

Ordinary teachers need more representation and ownership or it will seem like yet another thing imposed from above which is undermining teacher's professionalism.

If the right people are in place to drive the issues forwards and all parties involved are valued, then success is possible. The concern would be the impact upon teachers workloads. Many teachers in the profession already struggle with requirements placed upon them in terms of the evidence and paperwork in proving data. In schools in deprived areas where teachers are constantly trying to play catch up with children working below ARE, the fear is that children are becoming a number/statistic; rather than a person. While new initiatives are designed to support and improve, so many new initiatives cause lots of constant change and a lack of time to embed them, which could result in failure.

Worry it is only a numbers game based on x amount of children achieving the x level.

The strategy deals with many aspects of improving teaching quite well. Nottingham needs more skilled teachers, but this is highly unlikely as the profession is just too unattractive at this time. The proposal recognises the issues related workload but does nothing to resolve this core problem.

Involve exceptional teachers highlighted across city schools when thinking about strategic planning. Yes surveying is a good idea but face to face consultation would also be beneficial

city schools are not all the same nor do they receive the same cohort-parity is not obvious nor relevant

No clear or regular communication. Not all schools are represented so not tailored for each area. No clear leadership.

Please explain you answer

I don't believe that a document can change a system. If we are to make a difference we must look at overhauling the education system. We must increase teachers pay and status in society. We must increase parental engagement in children's learning.

not at all confident as there are no actual practicing teachers on the board.

Children are being failed now because of retention of staff, cut backs and unhappy staff, poor leadership (too busy focussed on levels and not on the well being of children and staff)

Please see comments in response to Q8 How many of the board will be there in 10 years? Without accountability this could all be a paper exercise. What are the 1, 2 and three year targets and how will OFSTED take account of them. Schools need support from the City not another "to do list".

National level reviews about teacher workload have not reduced it and good, conscientious teachers continue to vote with their feet to achieve a better work life balance. For any progress to be made in other areas it hinges on recruiting and retaining good teachers.

My previous answers should explain this answer. Nottingham EIB are not free to act in the best interests of children or adults in the educational system as they are bound by dictates from a government that has no understanding as to how children learn and who continually undermine teachers as professionals.

Concern with increasing power and control of academy trusts. Experience of academy trust has been negative, where decisions have been made to protect the trust rather than in the interest of the school and the children, leading to staff shortages and poor management. Am not convinced that trusts will be held accountable for these actions and am concerned that trusts will continue to act as a business, which as an approach is unsuitable and at worst harmful to schools and children. Secondly, although Proposal 2 claims to "as a city, take seriously the issue of teacher workload, stress and working conditions, which have been consistently cited over the last twenty years as the main reasons for qualified teachers leaving the profession" am only seeing more teachers leaving the profession and therefore fewer left to train and support new teachers. School improvement often leads to poorer working conditions, greater workload without benefit to the children, and heavy criticism without cons

We are concerned about the lack of diversity of the Board. Of the 19 members of the board, only one (5%) appears to be non white. The City Council's own figures show that (according to the 2011 Census, 35% of the population of Nottingham are from BME groups). Similarly, only 7 out of 19 are women (around 37%). In addition, there is no trade union representation, nor indeed anyone representing classroom teachers, no student voice, no parent voice and no community voice on the board. In his foreword, David Greenaway makes reference to recent changes resulting in greater fragmentation in the education centre, yet several members of the board are people from the very institutions that are helping to drive that fragmentation, by setting up new free and academy schools in areas where there are already surplus places, threatening the viability of existing schools. We would urge the local authority to look at how Leicester City Council has worked in partnership with its trade unions and ac

Sadly there has been poor secondary provision in Nottingham City for around 20 years. In that time boards like these have come and gone (such as Education Action Zone's) and Academisation. There has been a failure by the local authority to properly address the issues and millions have been wasted. There will be the usual rhetoric, the usual meetings and the usual plans... will that make a difference? Only time will tell, however in my view until parents take responsibility and are made to be accountable in supporting the education of their children then I am afraid any board will be working on the back foot. However I fully support Pat and Sarah Fielding - if anyone can make a difference and give people at last a fighting chance then it is them, if they are allowed to do things their way! Politicians should stay well out of it!

We have been at the bottom of the league tables so long, I can't see how we are going to improve unless heads are held accountable. I hope i am wrong

I just worry that the targets will cause more paperwork for teachers, and less time to plan.

Shortage of teachers - if not here - is looming. Parent/school relationships is poor

Please explain you answer

You cannot achieve world class education under current national education standards. All targets and measures set out in the strategy are against national standards not world standards.

What is your FULL home postcode? e.g. NG2 3NG

NG7 7AJ

NG3 5FZ

Ng3 4 gg

NG7 5AB

NG11 9FT

NG7 1HE

NG5 2EW

NG2 6JH

NG9 6JR

NG10 1NL

NG6 7BT

NG5 9PT

NG6 7BJ

NG4 2BR

NG9 3ND

NG3 2QB

ng54fu

NG85DL

NG72RD

Ng7

NG4 4BT

LE12 6RS

ng3

outside city

NG12 1AY

NG6 9JA

NG8 1EG

ng6 7fq

ng6 9lh

NG5 4GT

NG7 1JR

NG5 2LW

ng11 8gt

NG5 4AW

NG5 3DJ

not prepared to share

NG8 2TB

What is your FULL home postcode? e.g. NG2 3NG

ng37by

NG5 1FR

NG19 0JJ

NG6 7FU

NG7 6JA

NG6 8L

DE72 3BE

NG7 1PF

NG2 4LG

Ng5

NG5 2AH

Ng59bp

NG12 4FJ

Ng11

NG5 4AH

NG3 7AH

NG7 7ER

NG5 6LQ

NG9 1FN

NG7 6JJ

ng31 9dg

NG

NG8 5DA

NG22EG

NG7 2TP

I am apalled by this question. My "Sex" is Male. "Gender" is a social construct

NG5 2AW

ng9 1ga

NG5 1Gx

NG5 6AZ

NG6 0LU

NG7 6GU

NG5

NG5 1DB

NH6 8HW

NG5 4GW

NG2 7TH

ng9 rj

Nh52ew

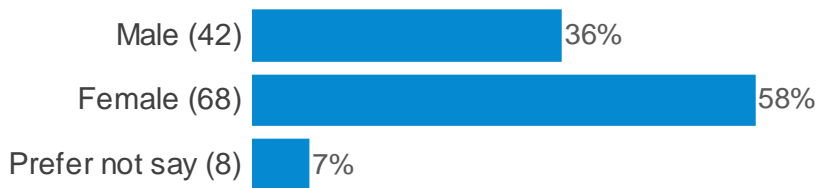
ng2 6fa

ng8 6ee

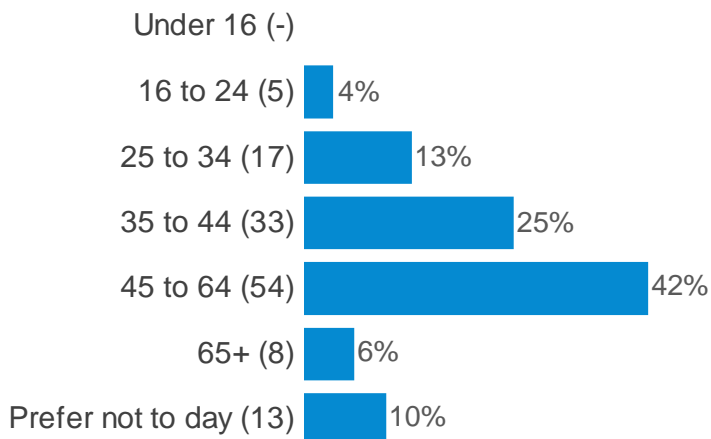
What is your FULL home postcode? e.g. NG2 3NG

- Ng5 3er
- Ng12 2bz
- Ng16 1qs
- ng11 7as
- NG5 4AN
- de78dy
- NG5 4FJ
- NG16 2WJ
- NG9 3EE
- NG91AQ
- NG5 2GS
- NG5 1HE
- NG4 2NY
- NG5 7GR

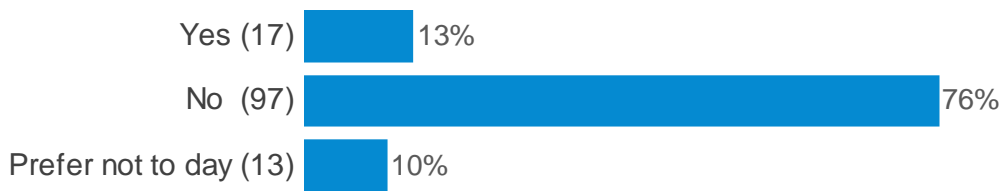
What is your gender?



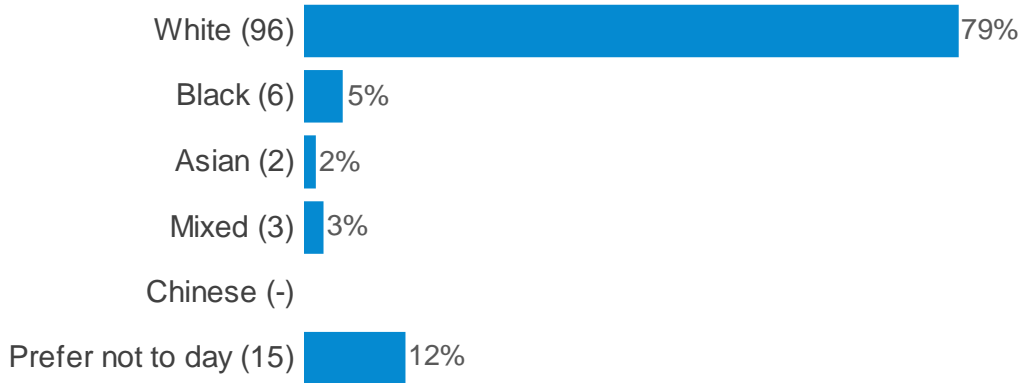
What age are you?



Do you have any long term illness, health problem or disability?



To which of these ethnic groups do you consider you belong?



Any other ethnic group, please state

Jewish
irish