



A brighter future for Nottingham children

Education Improvement Board

7th January 2016

Time: 10am to 12pm

Venue: Trent Committee Room, University Park, University of Nottingham

Minutes

Attendees:

Professor Sir David Greenaway (Chair) (DG)
Cllr Sam Webster (SW)
Alison Michalska (AM)
Chris Hall (CH)
Matt Varley (MA)
John Dexter (JDe)
John Tomasevic (JT)
John Dyson (JDy)
Paul Halcro (PH)
Russell Andrews (RA)
Rebecca Meredith (RM)
Carol Norman (CN)
Pat Fielding (PF)
David Anstead (DA)
Dawn Whitmore (DW) representing Jennifer Fearon
Steve Thorne (marketing and comms) (ST)
Elaine Fox (EIB support) (EF)

Apologies:

Cllr Jon Collins (JC), Sarah Fielding (SF), Diana Owen (DO), Jennifer Fearon (JF)

1. Welcome, Introductions and Apologies

All were welcomed and apologies given. Dawn Whitmore, Principal of New College Nottingham was welcomed in place of Jennifer Fearon who had tendered her apologies.

Due to a change of roles at Nottingham Trent University, Matt Varley was confirmed as a permanent replacement for John Everson on the Board.

DG confirmed that due to work commitments Justin Hastings from Experian had resigned from the Board.

2. Minutes of the last meeting of 16th October 2015

The minutes of the previous meeting were accepted as a true record.

3. Matters arising and Chair's update

Terms of Reference and liability arrangements for EIB need to be established and finalised, these will be brought back to a later meeting.

ACTION:

***Terms of Reference to be brought to a future meeting (EF)**

***Appointment of a lead for Recruitment and Retention work (SW to try to accelerate the recruitment process, RM has offered support from Transform re: this)**

***Look again at communications between schools and universities (CH and MV to take this point back to their colleagues)**

***Advertising Nottingham city to aid recruitment and retention (AM to look at)**

4. Responses to the EIB Strategy consultation

Over 150 consultation submissions were acknowledged. Respondents agreed with the priority areas chosen; it was strongly agreed maths needs to be a focus but some respondents felt English should also be a priority. EIB agreed English should become the fourth priority area following the consultation.

EIB recognised the need to include young people in any consultations, both those still in school and those who have recently completed their education in the city.

The EIB Vision needs to be amended following consultation. Actions, immediate and longer term, and milestones need to be developed. The Maths Strategy and Transition Strategy are already written, and consultation with schools has been successful. More detailed strategies need to follow. Links will be made with Academy Trusts and Teaching Schools who are already doing some work on recruitment and retention. The universities will continue their work looking at graduate retention. It was agreed that a suitable response to consultation feedback needs to be developed and published on the EIB website.

ACTION: ***Response to consultation feedback to be included on the EIB website (DG & DA, with ST supporting)**
 ***Consideration of constituency engagement, how we might engage partners/parents/young people (SW)**

5. Changes to the EIB Strategy following the consultation

As well as English becoming the fourth priority the EIB agreed to add science and computing as priorities later on.

Workload was mentioned by many respondents as a big issue, it was agreed this needs to be acknowledged in the response to the consultation. Workload will not become one of the EIB priorities because this is a national issue and cannot be solved locally; it was agreed there may be some work the EIB can do to reduce teachers' workloads and this could be explored. DA has already established a working group to look at possibilities.

Respondents felt there should be more attention given in the strategy to parental involvement. It was agreed that the EIB needs to understand what the problem in Nottingham is and why education is not yet good.

It was acknowledged by EIB that work is ongoing in early intervention in the city, and although this covers children under three, in a couple of years' time these will be the city's youngest students and the aim is for them to be better prepared for starting school. Links should be made with those delivering early education and intervention in the city.

Consideration needs to be given to who is leading the different strands in the EIB strategy; it was acknowledged that all members of EIB have limited time available and that adequate resources should be given to supporting the EIB's work. The Chair will identify individuals from the Board outside of the meeting to undertake specific pieces of work.

ACTION: ***Revise the EIB Strategy post-consultation with actions and timescales (DA)**
 ***Identify strand leads and speak to them outside of the meeting with identification of resource (DG)**

6. Establishing City-Wide Progress Boards

A proposal was shared for the notion of Progress Boards with the creation of 'Subject Networks'. These subject groups would enable teachers to moderate their own assessments. Later on these groups may develop into full Progress Boards if they desire to do so. Network Leaders could be established and they could report into the EIB. EIB agreed to fund the analysis of GCSE papers as set out in the proposal. It was suggested a common approach could have a positive impact on workload.

It was suggested Teaching School Alliances outside the city which work with schools within the city should be engaged and that links should be made between primary and secondary schools as well. It was suggested representatives from the EIB should engage Heads of EBACC subjects to discuss this further.

ACTION: **Development of subject networks and strand network coordinator role (DG)**

7. Update on the Mathematics Strategy

The Mathematics Strategy has been shared with schools; recommendations from those consulted include a joint newsletter sent out each term, the first of which has now been sent. The two Maths Hubs have been working on a curriculum to run from EYFS to KS5. Schools Maths Advisers are working with Maths Hubs and identified contacts from schools and Teaching School Alliances. EIB agreed a more concise version of the Action Plan should be shared on the website.

8. The 'Flying Start: better transition' strategy

The strategy recommends clear communication with Year 6 pupils about the expectations which will be placed on them when they get to secondary school. Discussion should include self-organisation and the ability to follow their timetable, additional responsibility and an understanding of their curriculum. A common 'transfer day' was agreed by EIB as being useful. A summary of this will be shared on the website as well.

ACTION: Create documents summarising Transition and Maths Strategies for the EIB website (PF, SF and ST)

9. Associated spend

Spend for the running of the EIB website and for the design of the Ambition 2025 document were noted.

10. Any other Business

It was agreed that a method of measuring progress from Key Stage 2 should be considered, including a thorough understanding of where the city is now as a starting point. This will be presented at a future meeting.

ACTION: Present summary of the impact on overall progress of primary students leaving to be educated outside of the city at secondary (DA)

Summary of actions:

- Terms of Reference to be brought to a future meeting (EF)
- Appointment of a lead for Recruitment and Retention work (SW to try to accelerate the recruitment process, RM has offered support from Transform re: this)
- Response to consultation feedback to be included on the EIB website (DG and DA)
- Consideration of constituency engagement, how we might engage partners/parents/young people (SW)
- Revise the EIB Strategy post-consultation with actions and timescales (DA)
- Identify strand leads and speak to them outside of the meeting with identification of resource (DG)
- Look again at communications between schools and universities (CH and MV to take this point back to their colleagues)
- Advertising Nottingham city to aid recruitment and retention (AM to look at)
- Development of subject networks and strand network coordinator role (DG)
- Create documents summarising Transition and Maths Strategies for the EIB website (PF, SF and ST)
- Present summary of the impact on overall progress of primary students leaving to be educated outside of the city at secondary (DA)